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AUTHOR	Smith, Elizabeth H.; Barbour, Gordon; Cotter, Michael; Goering, Lawrence
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ABSTRACT

This report is structured to educate East Carolina University about library materials preservation. The library-wide preservation program began at Joyner Library in 1993 with the organization of the Preservation and Conservation Department. The planning phase of the preservation program began in 1995 with the appointment of the Preservation/Conservation Needs Committee. This report is based on the background paper prepared by the Preservation/Conservation Needs Committee during the first planning phase and the task force reports, summaries of which are included in the final report. The study of the physical condition of a small sample of the general collection (100 books selected from 580,623 items in the HORIZON database) determined that education is needed for 35% of all books in the general collection. The need for staff and user education about preservation is based on the amount of current use of the collection; a preservation education program for users and staff can reduce damage to the collection resulting from frequent, sometimes careless, handling. According to the study, rebinding or repair is required for 15% of all books in the general collection. An insignificant percentage of the collection that appears to be missing indicates acceptable security measures within the library. The preservation goals and recommendations can be summarized with five key words: coordination, priorities, prevention, education, and cooperation. (AEF)

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Preserving the Collections of Joyner Library:

The Preservation Planning Program

Final Report

Joyner Library
East Carolina University
Greenville, NC

IR056622

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Preserving the Collections of Joyner Library:
The Preservation Planning Program
Final Report

Joyner Library
East Carolina University
Greenville, NC

May 1997

Preservation/Conservation Needs Committee:

Elizabeth H. Smith, Chair
Gordon Barbour
Michael Cotter
Lawrence Goering

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Acknowledgments

The Preservation/Conservation Needs Committee acknowledges the time, effort, and cooperation of the members of the Joyner Library staff who assisted us in the study that has made this report possible. In particular, we thank those members of the five task forces for their help in gathering information and preparing reports. Also, the support Library Director Ken Marks has provided throughout the project is greatly appreciated.

The Preservation Needs Committee

Task Force Participants

Task Force A: Environmental Control
- Pam Burton
- Lawrence Goering, Chair
- Pat Guyette
- Janice Rice
- Ralph Scott

Task Force B: Physical Condition of the Collections
- Jackie Cannon
- Brian Hall
- Jim Haug
- Jan Mayo
- Cathy Smith (transferred to another library committee assignment)
- Elizabeth Smith, Chair

Task Force C: Organization of Preservation Activities
- Maliha Farhadi
- Fred Harrison
- Janet Kilpatrick
- Don Lennon
- Elizabeth Smith, Chair

Task Force D. Disaster Preparedness
- Gordon Barbour, Chair
- Michael Banks
- Sherry Rouse
- Dwayne Teague
- Dick Wolfe

Task Force E: Staff and User Education
- Michael Cotter, Chair
- Margaret Foote
- Jessica Hilliard
- Martha Lapas
- Judy Moore
- Maury York

Executive Summary

Executive Summary

Introduction

Joyner Library's collections include more than one million bound volumes, supplemented by 1,632,140 microform pieces, 16,489 media titles, 3,383 linear feet of manuscripts, 91,625 map sheets, and numerous items in a variety of other formats. The Library's mission is to participate in and to support the University's teaching, research/creative activity, and service to the highest level that resources will allow. In carrying out this mission, the Library provides services primarily to the faculty, students, and staff of the University. Joyner Library, like all libraries, is in danger of losing the collections due to poor storage conditions, to wearing out through use, or to destruction in a natural or man-made disaster. Added to these conditions is the instability of the paper-based materials that predominate in Joyner Library's collections. Beginning in the mid-nineteenth century and continuing through the twentieth century, paper has been manufactured using wood pulp. The high acid content of wood pulp causes paper to become embrittled and ultimately to crumble to dust.

The Preservation/Conservation Needs Committee has attempted to bring the preservation needs of Joyner Library into focus and to develop a systematic long-range preservation plan. The suggested program in the following pages identifies issues, makes recommendations, and suggests an implementation schedule for achieving the goals of the preservation program. Priorities were determined by analyzing the five task force reports, by researching accepted preservation standards and practices, and by giving careful consideration to realistic and achievable solutions to Joyner Library's preservation needs. The Preservation/Needs Committee recommends level three of "Preservation Program Benchmarks for Selected Core Activities" as the model for preservation activity for Joyner Library. (See Appx. B.)

The library-wide preservation program at Joyner Library began in 1993 with the organization of the Preservation and Conservation Department. A conservation program had been in place in Special Collections for several years to serve those collections. The planning phase of the preservation program began in 1995 with the appointment of the Preservation/Conservation Needs Committee. At the conclusion of the first phase of the planning process, five task forces were appointed to complete the second phase of the program. This report, the third step in the planning process, is based on the background paper prepared by the Preservation/Conservation Needs Committee during the first planning phase and the task force reports, summaries of which are included in the final report.

The study of the physical condition of a small sample of the general collection (100 books selected from 580,623 items in the HORIZON database) determined that education is needed for 35% of ALL BOOKS in the general collection, about 203,218 items. The need for staff and user education about preservation is based on the amount of current use of the collection. A preservation education program for users and staff can reduce damage to the collection resulting from frequent, sometimes careless, handling. According to the study, rebinding or repair is required for 15% of ALL BOOKS in the general collection, about 87,093 items. A significant percentage of items with repairable

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damage indicates the need for more repair or rebinding of normal value collections. Specific treatment decisions regarding whether to repair or rebind an individual item must be made on a case by case basis, with the consultation of staff knowledgeable in this area. Inventory control is required for 3% of ALL BOOKS in the collection, about 17,418 items. An insignificant percentage of the collection that appears to be missing indicates acceptable security measures within the library. This small pilot study did not give sufficient information upon which to base a firm budgetary proposal. The study of 400 titles from the general collection recommended as priority IIB., which will include those titles in remote storage facilities, should give a more accurate assessment of the condition of materials in the general collection of Joyner Library. Other collections will be measured after the successful study of the general collection.

Preservation Solutions

The current concern with preservation of library collections really began in the 1960s with two causes, one general and the other specific. A growing awareness developed during that decade of the rapid deterioration of embrittled books and documents in American libraries. The Florence flood of 1966 made librarians realize the importance of maintaining the traditional skills of book restoration and repair.

Joyner Library realizes the alarming degree of deterioration that collections have suffered and has joined other libraries in directing efforts toward solutions that will preserve our cultural heritage. Preservation options include professional binding, book repair, microfilming, preservation photocopying, use of alkaline paper, electronic and optical conversion, and mass deacidification. Specialized conservation or restoration treatments are continuing to be improved for materials with intrinsic or artifactual value.

During the last decade preservation research and developments have increased tremendously throughout the world. Publications and educational opportunities have increased and the number of preservation programs in libraries and other institutions has grown steadily. With the implementation of its coordinated preservation program, Joyner Library has joined the search for optimum preservation methods to save recorded knowledge.

Responsibility for Preservation

East Carolina University has an obligation to protect and preserve its library collections. This must be fulfilled in the best and most economical way possible so that collections will be accessible to current and future scholars and students. Preservation of the collections is a responsibility of the entire University community. It must be integrated into our way of thinking about the Library and into daily activities that bring users into contact with library materials.

Substantial growth of preservation efforts is contingent on support in the form of increased funding, and these efforts must be based on requests that are competitive with other programs throughout the University. The Library can continue the preservation program at its current level with resources on hand; however, long-range preservation goals will not be achieved unless present funding and staffing levels are increased to

accomplish essential projects and to effect new levels of responsibility. Additional funding must be obtained from the University and from other sources. Grants, special fund-raising efforts, contributions designated for preservation to accompany book donations, and endowments are some alternatives.

Preservation is not a one-time infusion of effort and funding. It requires an ongoing commitment to new projects, methods, and procedures in order to protect the substantial investment in resources.

Preservation Milestones: 1993-Present

Joyner Library's attention to its preservation needs has grown substantially since 1993. Preservation and conservation staff members regularly participate in continuing education opportunities and serve as a resource for preservation questions from other institutions and from individuals. In addition to attending training sessions and professional meetings, the staff hosts local and regional preservation workshops and makes presentations to various groups. The Library is a member of the North Carolina Preservation Consortium and the Library Binding Institute and participates in state, regional, national, and international preservation discussions. The Head of Preservation and Conservation is working with the Building Manager to make some fundamental improvements in the environment of the new library. Initial steps to address the brittle-book problem include preservation photocopying of selected titles and preservation microfilming through SOLINET's Cooperative Preservation Microfilming Program funded by the National Endowment for the Humanities. The results of the condition survey of 400 titles should provide accurate data on the preservation needs of the library. That study will provide the information needed to determine the severity of the library's preservation needs. The preservation program will build on these accomplishments in meeting the plan outlined in this report.

Goals for ECU's Preservation Program

The preservation goals and recommendations might be summarized with five key words: coordination, priorities, prevention, education, and cooperation.

Coordination: Establishment of a Preservation and Conservation Department has centralized the preservation of materials for the general collection and the Music Library. In addition, it has permitted Special Collections to work with the Preservation and Conservation Department to offer a coordinated preservation program for the library.

Priorities: An updated collection development policy will greatly assist in the difficult preservation decisions that must be made for brittle and damaged materials. It will also assist in determining which materials or collections to target for preservation or to rescue in the event of a disaster. Heads of collections, subject specialists, and even university faculty will be needed to assist in setting priorities for collections treatment.

Prevention: A large percentage of the library collection is in good condition, but it still needs protection. Immediate preventive measures must be taken to assure and extend the longevity of the collection and to delay further deterioration or damage.

Preventive methods include monitoring and improving environmental conditions in the library buildings, use of archival materials for preservation treatments, and disaster planning.

Education: There are numerous ways of offering training for staff and outreach to library patrons to gain support for all of the elements of a preservation program. It is essential to convey information about the benefits of preservation and to foster a sense of pride in the libraries. Preservation components could be added to library tours and to bibliographic instruction sessions to introduce patrons to proper handling and treatment of library materials and equipment.

Cooperation: The problem of preservation is too vast to be solved within one library. Shared resources and expertise, as well as coordinated planning, are necessary for the success of a preservation program. Joyner Library is quickly becoming the preservation center for eastern North Carolina. Through its participation in training opportunities, consulting, and preservation education it is already moving toward meeting the goal of cooperation and resource sharing. Cooperation among UNC System libraries is addressed in the "UNC Library Study Final Report," portions of which are included in Appx. A.)

Conclusion

This report is structured as a tool to educate the University about preservation. It offers solutions for East Carolina University to save one of its most important capital investments that is currently growing in value at the rate of over $2,000,000 each year. It completes the preservation planning program and sets the stage for the implementation of the next phase.

Key Areas of Concern:

A Summary of the Major Findings of the Task Forces

Task Force A:

The Physical Environment of the Collections

REPORT OF TASK FORCE A : ENVIRONMENTAL CONTROL

Members of Task Force A : Pam Burton, Lawrence Goering, Pat Guyette, Janice Rice, Ralph Scott

Introduction

The Environmental Control Task Force began meeting early in 1996 to decide how it would proceed. The group was to study present environmental conditions at Joyner Library (including the Music Library, a branch department located in the A.J. Fletcher Music Center) and make suggestions for improvements. It was decided early on that the results of this study would be largely historical since Joyner Library was in the process of building the new addition and renovating current spaces. The Music Library would however remain in its present space. Remote Storage was not included in the study.

The study involved taking temperature and relative humidity readings twice daily during three weeks representative of three seasons of the year. Readings were taken at 24 locations in Joyner Library and at 6 locations in the Music Library. The areas chosen for the study represented all floors of the library and all departments which house collections. The three weeks chosen for the study were those of 11-15 March, 6-10 May, and 22-26 July 1996. During the first week of the study, the group also completed Environmental Surveys for each of the areas commenting on general conditions pertaining to housekeeping, illumination, heating and cooling, humidity, security, fire hazards, water hazards, evidence of pests or damage, and shelving. The task force also identified concerns through conversations in meetings.

The temperature and relative humidity readings were taken by members of the task force using digital thermo-hygrometers. Four of these gauges were purchased by the library for the purpose of this study. On the first trip through the library, two of the thermo-hygrometers were brought along to compare for reliability. At each location, the thermo-hygrometer was allowed several minutes to stabilize at the temperature and humidity of the location. The data was recorded on charts kept in a project notebook. Daily outside temperatures and general weather conditions were obtained from *The Daily Reflector*.

The equipment and methodology used for this study worked quite well with relatively low cost. The most expensive aspect of the study was the staff hours involved. At least 60 staff hours were used in taking the temperature and relative humidity readings alone. Many more were involved in meetings, compilation of data, and writing of reports. The fact that the study was undertaken during a period of transition made it mainly usable for historical purposes. Obviously the new and renovated space will need to be studied to ensure proper environmental conditions. The procurement of data-loggers will enable future studies to be undertaken with greater accuracy and regularity while consuming far less staff hours.

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Brief description of facilities

The area surveyed in this study is what is now the old section of Joyner Library. The Music Library was also included in the study.

The east wing of the old section of Joyner Library was built from 1952-1955. The west wing was added in 1973. Additions and/or renovations were made in 1965, 1967, 1968, 1973 and 1976. The completion of a new 164,000 square feet wing in 1996 doubles the size of the library's space. Upon completion of the current building/renovation project (scheduled for 1998), there will be room for 1.5 million books and seated study spaces for 2,000 students. There will also be 36 group study rooms and 75 faculty studies. Apart from the general stacks, the following special collections are housed in their own areas of the building: Government Documents and Map Collection, Media/Teaching Resources, North Carolina Collection, Current Periodicals and Microforms, and Special Collections.

The Music Library, a department of Joyner Library, occupies a 3,100 square feet space on the first floor of the A.J. Fletcher Music Center. The facility seats 41 patrons and houses 48,793 items. 6,207 volumes of 38% of the monograph collection are housed at remote storage.

Review of environmental conditions

Without question, library materials are subject to serious deterioration brought about by various circumstances. The environmental conditions under which these materials exist play a substantial role in this process. Environmental factors were studied in what is now the old section of Joyner Library. While the main focus of the task force was on temperature and humidity, other crucial factors were identified and discussed during the course of the survey. Water hazards were noted in many areas including building leaks, faulty plumbing, windows not watertight and storage space below ground level. Evidence of insects, rodents and fungi was also found in parts of the building. Temperature extremes and fluctuating humidity along with poor housekeeping were obvious causes of some of these problems. It was hoped that the new addition to Joyner would have some inherent resolutions to the more basic problems but after a semester in the new part of the building, this hope appears unwarranted. Fluctuations in temperature and humidity are still occurring, as well as some building leaks, inadequate housekeeping and the never ending problem of patrons' eating and drinking in the library. The new section has extensive carpeting and more photocopiers so more potential for hazards from fumes emitted by these products. This was an area of concern that was discussed as well as the need for HEPA vacuum cleaners.

All of the factors mentioned have impact on Joyner's various collections. Creating a hospitable storage environment is fundamental to the library's preservation mission. It is recommended that library staff remain vigilant to these problems under discussion and maintain as much accurate documentation as possible. Joyner is very fortunate to have a Preservation/Conservation Department and the newly established building manager

position. Our best hope for resolution to the temperature and humidity fluctuations and housekeeping problems may reside in constant feedback to the staff in these two areas. If they are fortified with enough documentation, some positive changes may be able to occur with personnel outside of the library who are ultimately responsible for various equipment and custodial functions. More dataloggers need to be purchased for monitoring all areas of the library. Control over light switches, particularly in stack areas, is also an issue that needs to be addressed.

Appendices

Appendix A: Data Summary Sheets
Appendix B: Outside Temperatures and Relative Humidity Graphs
Appendix C: Inside Temperatures and Relative Humidity Graphs
Appendix D: Original Data Collection Sheets

TEMPERATURE AND RELATIVE HUMIDITY SURVEY (WINTER 1996)

DEVICE #1

LOCATION	MONDAY AM	MONDAY PM	TUESDAY AM	TUESDAY PM	WEDNESDAY AM	WEDNESDAY PM	THURSDAY AM	THURSDAY PM	FRIDAY AM	FRIDAY PM
MUSIC CURRENT PER. - AMER. RECORDER TEMP		66	62	67	61	69	68	72	72	72
MUSIC CURENT PER. - AMER. RECORDER REL. HUM.		33	33	30	31	25	30	28	43	39
MUSIC STACKS M3.H76 TEMP		65	62	67	61	69	69	73	71	72
MUSIC STACKS M3.H76 REL. HUM.		33	33	29	30	25	30	27	41	36
MUSIC STACKS M22.B11W64 TEMP		65	62	68	61	70	69	74	73	73
MUSIC STACKS M22.B11W64 REL. HUM.		33	33	27	30	25	30	27	42	37
MUSIC STACKS ML410.B4T33 1964 TEMP		66	62	69	61	71	69	74	73	75
MUSIC STACKS ML410.B4T33 1964 REL. HUM.		33	34	28	30	25	30	27	41	36
MUSIC REF ML100.R54M8 1970 TEMP		66	61	70	61	72	69	75	74	76
MUSIC REF ML100.R54M8 1970 REL. HUM.		33	33	28	32	24	30	27	40	35
MUSIC LIBRARY OFFICE TEMP		65	59	72	61	74	69	77	74	77
MUSIC LIBRARY OFFICE REL. HUM.		33	33	28	32	25	30	27	42	36
GOV DOCS OFFICE B07 TEMP	73	73	75	73	75	73	72	72	74	73
GOV DOCS OFFICE B07 REL. HUM.	31	24	22	22	22	21	35	35	40	35
NC STACKS REF K TEMP	75	72	75	73	73	73	72	73	74	74
NC STACKS REF K REL. HUM.	30	26	22	22	22	21	35	35	39	35
MAP ROOM TEMP	76	72	75	73	73	72	72	72	74	74
MAP ROOM REL. HUM.	29	25	22	22	22	21	35	35	36	34
CURRICULUM 978 TEMP	76	72	76	73	73	72	71	72	73	73
CURRICULUM 978 REL. HUM.	28	25	22	22	21	23	35	35	36	34
MEDIA B09 TEMP	76	74	76	73	73	72	71	71	73	73
MEDIA B09 REL. HUM.	27	25	22	22	22	23	35	35	35	34
ILS OFFICE TEMP	76	76	77	77	74	73	72	73	73	75
ILS OFFICE REL. HUM.	29	29	22	23	22	22	35	35	35	36
MICROFILM NEWSPAPERS A-D TEMP	75	76	75	77	76	71	71	71	72	73
MICROFILM NEWSPAPERS A-D REL. HUM.	29	28	23	23	23	23	35	35	36	36
COPY CENTER TEMP	75	75	75	76	74	72	71	72	72	73
COPY CENTER REL. HUM.	29	27	23	23	21	23	35	35	37	39
PERIODICALS - NUTRITION TODAY TEMP	73	74	74	75	74	71	72	71	72	73
PERIODICALS - NUTRITION TODAY REL. HUM.	28	27	22	22	22	23	35	35	39	39

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Winter Combined Data

SPECIAL COLLECTIONS TEMP	74	75	75	74	74	72	72	72	72	73
SPECIAL COLLECTIONS REL. HUM.	29	27	23	23	22	23	35	35	40	38
CAC OFFICE TEMP	73	73	73	72	74	70	72	72	72	72
CAC OFFICE REL. HUM.	28	27	23	22	22	23	35	35	41	39
CATALOGING TEMP	74	74	76	72	76	70	74	71	72	72
CATALOGING REL. HUM.	30	30	24	20	27	24	35	35	40	39
BINDING TEMP	74	75	76	73	74	70	73	71	71	71
BINDING REL. HUM.	31	30	27	27	24	25	35	35	41	41
CAT./RECLASS. TEMP	75	76	77	72	73	70	73	71	71	71
CAT./RECLASS. REL. HUM.	31	30	25	26	24	25	35	35	41	41
ACQUISITIONS TEMP	75	75	77	73	75	71	73	71	72	71
ACQUISITIONS REL. HUM.	30	30	26	26	24	25	35	35	38	42
E.WING LEVEL 2 RANGE 24 TEMP	73	73	75	68	74	69	72	69	70	71
E.WING LEVEL 2 RANGE 24 REL. HUM.	30	29	24	25	23	30	35	35	40	41
E.WING LEVEL 4 RANGE 47 TEMP	74			76			73		71	
E.WING LEVEL 4 RANGE 47 REL. HUM.	30			27			35		40	
E.WING LEVEL 4 RANGE 56 TEMP	72					68	72	68	69	
E.WING LEVEL 4 RANGE 56 REL. HUM.	31					30	35	35	41	
RESERVES GF51 TEMP	72	73	74	71	73	69	72	69	70	72
RESERVES GF51 REL. HUM.	30	28	23	24	22	30	35	35	41	42
REFERENCE - PHONE FICHE TEMP	73	74	75	74	74	72	73	71	71	73
REFERENCE - PHONE FICHE REL. HUM.	29	28	24	24	22	30	35	35	41	39
W.STACKS LEVEL 2 PN1077 TEMP	73	74	74	74	74	74	73	72	71	72
W.STACKS LEVEL 2 PN1077 REL. HUM.	28	26	23	23	22	35	35	35	36	34
W.STACKS LEVEL 3 QK1.B345 TEMP	74	74	74	74	74	73	73	72	72	72
W.STACKS LEVEL 3 QK1.B345 REL. HUM.	27	26	23	23	22	35	35	35	37	36
SYSTEMS TEMP	74	74	74	74	73		73	67	71	73
SYSTEMS REL. HUM.	26	25	22	22	22		35	41	35	38
COMPUTER LAB TEMP	76	75	74	75	75	74	73	67	72	73
COMPUTER LAB REL. HUM.	27	26	23	23	22	35	35	41	40	37
TEMP HIGH OUTSIDE	48		50		62		75		78	
TEMP LOW OUTSIDE	28		32		35		50		48	
REL. HUM. OUTSIDE	68		49		33		32		95	

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TEMPERATURE AND RELATIVE HUMIDITY SURVEY (SPRING 1996)

DEVICE #1

LOCATION	MONDAY AM	MONDAY PM	TUESDAY AM	TUESDAY PM	WEDNESDAY AM	WEDNESDAY PM	THURSDAY AM	THURSDAY PM	FRIDAY AM	FRIDAY PM
MUSIC CURRENT PER. - AMER. RECORDER TEMP	67	69	66	65	65	67	65	67	67	69
MUSIC CURRENT PER. - AMER. RECORDER REL. HUM.	53	51	59	49	54	52	54	53	59	51
MUSIC STACKS M3.H76 TEMP	66	67	65	65	65	68	66	67	67	69
MUSIC STACKS M3.H76 REL. HUM.	51	52	51	49	49	50	53	52	59	51
MUSIC STACKS M22.B11W64 TEMP	67	68	65	65	66	68	66	67	68	70
MUSIC STACKS M22.B11W64 REL. HUM.	49	49	51	49	48	51	53	53	56	51
MUSIC STACKS ML410.B4T33 1964 TEMP	69	70	65	66	66	67	66	69	68	70
MUSIC STACKS ML410.B4T33 1964 REL. HUM.	47	45	50	48	48	52	52	48	48	50
MUSIC REF ML100.R54M8 1970 TEMP	69	71	67	66		68	66	72	68	70
MUSIC REF ML100.R54M8 1970 REL. HUM.	46	45	48	48		51	53	45	51	51
MUSIC LIBRARY OFFICE TEMP	71	74	67	67	67	71	69	73	68	70
MUSIC LIBRARY OFFICE REL. HUM.	40	43	49	48	49	50	48	45	53	48
GOV DOCS OFFICE B07 TEMP	73	73	75	74	73	74	73	77		70
GOV DOCS OFFICE B07 REL. HUM.	49	47	44	43	43	44	50	50		56
NC STACKS REF K TEMP	73	74	75	74	73	74	73	75		72
NC STACKS REF K REL. HUM.	49	47	43	45	44	44	50	52		56
MAP ROOM TEMP	73	73	73	73	72	73	73	75		72
MAP ROOM REL. HUM.	50	46	42	44	44	45	50	52		52
CURRICULUM 978 TEMP	73	73	72	73	71	73	72	74		72
CURRICULUM 978 REL. HUM.	48	47	42	44	45	46	50	50		52
MEDIA B09 TEMP	71	72	72	72	71	73	71	74		72
MEDIA B09 REL. HUM.	48	48	42	45	44	44	50	50		54
ILS OFFICE TEMP	72	73	72	72	72	74	73	74		75
ILS OFFICE REL. HUM.	52	48	46	46	46	47	57	54		52
MICROFILM NEWSPAPERS A-D TEMP	70	71	71	71	76	73	71	74		72
MICROFILM NEWSPAPERS A-D REL. HUM.	55	52	49	48	50	48	59	58		53
COPY CENTER TEMP	70	70	72	71	76	73	72	75		75
COPY CENTER REL. HUM.	56	55	50	51	51	49	64	63		66
PERIODICALS - NUTRITION TODAY TEMP	70	71	72	71	76	72	78	76		76
PERIODICALS - NUTRITION TODAY REL. HUM.	59	56	51	52	53	51	62	65		65

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SPECIAL COLLECTIONS TEMP	72	72	72	72	76	73	76	76		78
SPECIAL COLLECTIONS REL. HUM.	57	55	50	52	53	50	63	64		64
CAC - OFFICE TEMP	72	71	70	71	69	71	77	78		79
CAC - OFFICE REL. HUM.	56	56	52	53	49	53	62	63		60
CATALOGING TEMP	74	72	72	71	70	71	76	77		79
CATALOGING REL. HUM.	50	52	52	52	61	53	63	63		56
BINDING TEMP	71	71	73	71	70	71	76	79		79
BINDING REL. HUM.	50	52	51	52	61	54	64	63		56
CAT./RECLASS TEMP	70	69	72	71	70	71	77	79		80
CAT./RECLASS REL. HUM.	53	53	49	51	62	54	64	64		57
ACQUISITIONS TEMP	71	71	71	70	70	71	77	79		80
ACQUISITIONS REL. HUM.	55	55	50	52	62	54	65	64		56
E.WING LEVEL 2 RANGE 24 TEMP	70	69	71	70	67	63	78	79		80
E.WING LEVEL 2 RANGE 24 REL. HUM.	53	55	50	51	56	68	64	63		57
E.WING LEVEL 3 RANGE 47 TEMP	72	72		71	68	69				82
E.WING LEVEL 3 RANGE 47 REL. HUM.	24	54		52	55	67				59
E.WING LEVEL 4 RANGE 56 TEMP	71	71			67	69				82
E.WING LEVEL 4 RANGE 56 REL. HUM.	24	54			56	62				56
RESERVES GF51 TEMP	73	72	71	71	70	71	77	77		78
RESERVES GF51 REL. HUM.	24	51	46	50	51	57	55	47		43
REFERENCE - PHONE FICHE TEMP	73	73	72	71	70	72	76	75		77
REFERENCE - PHONE FICHE REL. HUM.	24	49	45	49	50	49	50	45		42
W.STACKS LEVEL 2 PN1077 TEMP	74	73	72	71	72	73	75	75		75
W.STACKS LEVEL 2 PN1077 REL. HUM.	24	45	43	46	46	45	47	44		42
W.STACKS LEVEL 3 QK1.B345 TEMP	73	73	72	71	73	74	74	75		74
W.STACKS LEVEL 3 QK1.B345 REL. HUM.	24	46	43	46	45	46	50	44		44
SYSTEMS TEMP	74	73	73	72	73	74	75	75		75
SYSTEMS REL. HUM.	24	49	42	47	47	49	50	46		46
COMPUTER LAB TEMP	75	74	73	72	78	75	75	76		74
COMPUTER LAB REL. HUM.	24	47	42	46	40	48	48	46		46
TEMP HIGH OUTSIDE	88		70		85		90		92	
TEMP LOW OUTSIDE	65		62		65		68		65	
REL. HUM. OUTSIDE	60		95		87		65		51	

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TEMPERATURE AND RELATIVE HUMIDITY SURVEY (SUMMER 1996)

DEVICE #1

LOCATION	MONDAY AM	MONDAY PM	TUESDAY AM	TUESDAY PM	WEDNESDAY AM	WEDNESDAY PM	THURSDAY AM	THURSDAY PM	FRIDAY AM	FRIDAY PM
MUSIC CURRENT PER. - AMER. RECORDER TEMP	67	71	68	71	68	71	68	71	77	70
MUSIC CURRENT PER. - AMER. RECORDER REL. HUM.	57	51	52	50	52	48	52	49	71	49
MUSIC STACKS M3.H76 TEMP	68	71	68	71	69	71	68	71	77	71
MUSIC STACKS M3.H76 REL. HUM.	54	51	52	50	51	48	52	48	72	49
MUSIC STACKS M22.B11W64 TEMP	68	70	68	71	69	72	68	71	79	71
MUSIC STACKS M22.B11W64 REL. HUM.	54	50	51	50	50	48	50	48	70	49
MUSIC STACKS ML410.B4T33 1964 TEMP	67	71	68	71	68	72	68	72	79	71
MUSIC STACKS ML410.B4T33 1964 REL. HUM.	46	54	51	50	51	48	52	48	74	50
MUSIC REF ML100.R54M8 1970 TEMP	68	70	69	71	68	72	68	72	80	71
MUSIC REF ML100.R54M8 1970 REL. HUM.	57	56	51	51	52	49	52	49	72	50
MUSIC LIBRARY OFFICE TEMP	68	71	69	71	68	71	69	72	81	70
MUSIC LIBRARY OFFICE REL. HUM.	52	50	48	50	52	47	51	46	76	45
GOV DOCS OFFICE B07 TEMP	76	78	72		76	74	72	73		71
GOV DOCS OFFICE B07 REL. HUM.	59	60	63		64	57	62	62		62
NC STACKS REF K TEMP			72		75	74	73	73		72
NC STACKS REF K REL. HUM.			63		62	58	62	35		60
MAP ROOM TEMP			72		75	73	73	73		72
MAP ROOM REL. HUM.			64		61	56	62	58		58
CURRICULUM 978 TEMP			72		75	73	73	73		72
CURRICULUM 978 REL. HUM.			62		56	57	61	59		58
MEDIA B09 TEMP	76	78	73		75	73	73	73		73
MEDIA B09 REL. HUM.	54	60	61		57	55	59	57		55
ILS OFFICE TEMP	77	79	75		77	76	74	75		74
ILS OFFICE REL. HUM.	56	61	58		58	57	61	57		57
MICROFILM NEWSPAPERS A-D TEMP			78		73	74	72	74		72
MICROFILM NEWSPAPERS A-D REL. HUM.			50		56	54	60	55		54
COPY CENTER TEMP			77		74	75	72	74		72
COPY CENTER REL. HUM.			51		58	61	62	58		56
PERIODICALS - NUTRITION TODAY TEMP	75	80	77		77	75	73	75		73
PERIODICALS - NUTRITION TODAY REL. HUM.	58	63	56		58	63	67	63		61

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SUMMER C. .bined Data

SPECIAL COLLECTIONS TEMP			77		77	76	75	75		74
SPECIAL COLLECTIONS REL. HUM.			55		58	59	64	61		58
CAC - OFFICE TEMP			77		78	76	75	76		73
CAC - OFFICE REL. HUM.			58		62	65	67	66		62
CATALOGING TEMP	74	76	76		76	75	74	73		73
CATALOGING REL. HUM.	58	60	53		60	57	61	57		55
BINDING TEMP			75		76	74	73	73		70
BINDING REL. HUM.			52		61	54	58	57		58
CAT./RECLASS TEMP	74	76	76		75	73	73	73		70
CAT./RECLASS REL. HUM.	58	61	52		57	57	78	59		60
ACQUISITIONS TEMP	75		75		74	73	74	73		72
ACQUISITIONS REL. HUM.	60		54		57	58	78	61		59
E.WING LEVEL 2 RANGE 24 TEMP	76	79	77		74	73	74	73		74
E.WING LEVEL 2 RANGE 24 REL. HUM.	58	63	54		57	60	78	61		53
E.WING LEVEL 3 RANGE 47 TEMP					75		73		71	
E.WING LEVEL 3 RANGE 47 REL. HUM.					59		35		40	
E.WING LEVEL 4 RANGE 56 TEMP						74		74		74
E.WING LEVEL 4 RANGE 56 REL. HUM.						58		60		53
RESERVES QFS1 TEMP			74		74	75	75	75		74
RESERVES QFS1 REL. HUM.			55		54	55	78	56		52
REFERENCE - PHONE FICHE TEMP			75		75	74	74	74		73
REFERENCE - PHONE FICHE REL. HUM.			54		58	53	78	54		51
W.STACKS LEVEL 2 PN1077 TEMP			76		75	74	74	74		73
W.STACKS LEVEL 2 PN1077 REL. HUM.			53		57	51	78	52		50
W.STACKS LEVEL 3 QK1 B345 TEMP			77		74	75	76	76		74
W.STACKS LEVEL 3 QK1 B345 REL. HUM.			52		56	50	78	61		50
SYSTEMS TEMP	75		77		74		77	75		
SYSTEMS REL. HUM.	61		55		58		78	60		
COMPUTER LAB TEMP	75		77		74	75				
COMPUTER LAB REL. HUM.	59		55		56	51			90	
TEMP HIGH OUTSIDE	85		88		93		88		68	
TEMP LOW OUTSIDE	75		72		75		75		55	
REL. HUM. OUTSIDE	59		71		69		82			

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Task Force B:

The Physical Condition of the Collections

Task Force B
Report on the Physical Condition of the Collections

INTRODUCTION

The Task Force on the Condition of the Collections was charged to assess the condition of each format of the library collection. The task force was asked to conduct a sample of the collections to gather some statistics on the physical condition and to suggest a plan to correct problems identified by the assessment. The task force defined all collections and gathered information by interviews. It was initially planned to conduct a pilot survey and then a full scale collection survey of 400 titles, but a delay in acquiring the new version of the Calipr software did not leave enough time for both surveys to be completed. The pilot study of the general collection served as a basis for the recommendations made in this report.

Development of reliable data about the condition of the library's collections is an indispensable component of preservation planning. Most collections will contain materials in every condition ranging from pristine to completely disintegrated. Particular problems may cluster by location or format, but the traditional organization of materials into subject collections and internally-expanding classification sequences tends to distribute physical problems randomly through the system. Among the major challenges inherent in evaluating the condition of research collections are the number and variety of items involved and the wide range of physical problems represented. Since an examination of every item is quite impossible, sampling techniques must be employed as a basis for estimating total preservation needs. Also, individual items are likely to have multiple problems, thus necessitating a complex survey design.

DESCRIPTION OF COLLECTION CONDITIONS

Needs assessment is a recently developed survey technique. In addition to limited condition data, needs assessment surveys gather information about potential access problems, housing, and value. The interplay of these four factors is used to determine the extent to which each item is at risk, what general actions are required to preserve it, and what priority it is assigned. The assumption is made that the resources required to meet all preservation needs will be insufficient.

The online catalog was used as the basis for the random sample of 100 printed monographs and serials. Calipr, an automated tool to assess preservation needs, was used to complete the assessment for the 100 titles in the random sample from the general collection. The reports generated by Calipr make it possible to estimate the total cost of each preservation action required. The reports by subset supply estimations of the cost of preserving high-value and/or high-use materials. Findings of the pilot survey are included in the appendices to this report.

RECOMMENDATIONS

Develop a better random sample query that draws from the entire Horizon database.

Carry out a collection survey of 400 volumes in the general stacks and smaller numbers in the other collections of the library.

Include all subject specialists as resource persons when conducting the survey of the collections.

Hold preservation education sessions for subject librarians prior to their involvement with the collection survey.

Encourage library staff who might be involved in the collection survey using Calipr to attend the teleconference "In face of Disaster" on January 31,1997.

Create library-wide collection development policies to guide preservation decisions.

TASK FORCE MEMBERS

Jackie Cannon
Brian Hall
Jim Haug
Jan Mayo
Elizabeth Smith

APPENDICES

Joyner Library Collection Codes and Item Types
Descriptions of Collections
Condition Descriptions for Books
Random sample drawn for pilot condition survey
Calipr questions
Calipr reports

CALIPR Report for ALL BOOKS - jges
Data from sample file c:\calipr96\oct30.dbf (100 books)

Summary Data by Question

	Access			Housing	
	yes (=poor)	no (=good)		yes (=poor)	no (=good)
1)	3	97	3)	0	100
2)	36	64	4)	0	100
			5)	0	100

	Condition			Value	
	yes (=poor)	no (=good)		yes (=high)	no (=norm)
6)	0	100	10)	1	99
7)	15	85	11)	0	100
8)	0	100	12)	0	100
9)	0	100	13)	0	100

Preservation Actions Needed, Ranked by Priority

1. Education is required for 35.00% of ALL BOOKS in the collection, an estimated 350,000 items.

   The need for staff and user education about preservation is based on the amount of current use of the collection. A preservation education program for users and staff can reduce damage to the collection resulting from frequent, sometimes careless, handling. Educational measures could include exhibits on damage to collections, bookmarks with information about handling materials carefully, staff training, showing videos on preservation, and the like.

2. Rebinding or repair is required for 15.00% of ALL BOOKS in the collection, an estimated 150,000 items.

   A significant percentage of items with repairable damage indicates the need for more repair or rebinding of normal value collections. Specific treatment decisions regarding whether to repair or rebind an individual item must be made on a case by case basis, with the consultation of staff knowledgeable in this area.

3. Inventory control is required for 3.00% of ALL BOOKS in the collection, an estimated 30,000 items.

   If, based on Calipr's data, a significant percentage of the collection appears to be missing the Library should verify the status of the items not on the shelf. If items cannot be accounted for (i.e, in use, in technical services, etc.) a number of possible problems may be occuring. Frequent misshelving might require more frequent shelf reading, while errors in labelling could indicate a need for better quality control of marking procedures. If theft is the problem then security measures are needed to prevent loss. Typical security measures include use of security strips in each item to set off alarms at exit points, hiring guards to check patrons bags for library materials that haven't been charged out, or to patrol the library premises.

CALIPR Report for RECENTLY USED BOOKS - jges

Data from sample file c:\calipr96\oct30.dbf (36 books)

Summary Data by Question

	Access			Housing	
	yes (=poor)	no (=good)		yes (=poor)	no (=good)
1)	0	36	3)	0	36
2)	36	0	4)	0	36
			5)	0	36

	Condition			Value	
	yes (=poor)	no (=good)		yes (=high)	no (=norm)
6)	0	36	10)	1	35
7)	5	31	11)	0	36
8)	0	36	12)	0	36
9)	0	36	13)	0	36

Preservation Actions Needed, Ranked by Priority

1. Education is required for 97.20% of RECENTLY USED BOOKS in the collection, an estimated 350,000 items.

   The need for staff and user education about preservation is based on the amount of current use of the collection. A preservation education program for users and staff can reduce damage to the collection resulting from frequent, sometimes careless, handling. Educational measures could include exhibits on damage to collections, bookmarks with information about handling materials carefully, staff training, showing videos on preservation, and the like.

2. Rebinding or repair is required for 13.90% of RECENTLY USED BOOKS in the collection, an estimated 50,000 items.

   A significant percentage of items with repairable damage indicates the need for more repair or rebinding of normal value collections. Specific treatment decisions regarding whether to repair or rebind an individual item must be made on a case by case basis, with the consultation of staff knowledgeable in this area.

CALIPR Report for HIGH VALUE BOOKS - jges

Data from sample file c:\calipr96\oct30.dbf (1 books)

Summary Data by Question

	Access			Housing	
	yes (=poor)	no (=good)		yes (=poor)	no (=good)
1)	0	1	3)	0	1
2)	1	0	4)	0	1
			5)	0	1

	Condition			Value	
	yes (=poor)	no (=good)		yes (=high)	no (=norm)
6)	0	1	10)	1	0
7)	1	0	11)	0	1
8)	0	1	12)	0	1
9)	0	1	13)	0	1

Preservation Actions Needed, Ranked by Priority

1. Rebinding or repair is required for 100.00% of HIGH VALUE BOOKS in the collection, an estimated 10,000 items.

   A significant percentage of items with repairable damage indicates the need for more repair or rebinding of normal value collections. Specific treatment decisions regarding whether to repair or rebind an individual item must be made on a case by case basis, with the consultation of staff knowledgeable in this area.

CALIPR Report for RECENTLY USED, HIGH VALUE BOOKS - jges

Data from sample file c:\calipr96\oct30.dbf (1 books)

Summary Data by Question

	Access			Housing	
	yes (=poor)	no (=good)		yes (=poor)	no (=good)
1)	0	1	3)	0	1
2)	1	0	4)	0	1
			5)	0	1

	Condition			Value	
	yes (=poor)	no (=good)		yes (=high)	no (=norm)
6)	0	1	10)	1	0
7)	1	0	11)	0	1
8)	0	1	12)	0	1
9)	0	1	13)	0	1

Preservation Actions Needed, Ranked by Priority

1. Rebinding or repair is required for 100.00% of RECENTLY USED, HIGH VALUE BOOKS in the collection, an estimated 10,000 items.

   A significant percentage of items with repairable damage indicates the need for more repair or rebinding of normal value collections. Specific treatment decisions regarding whether to repair or rebind an individual item must be made on a case by case basis, with the consultation of staff knowledgeable in this area.

Task Force C:

Organizational Implications of Preservation

Task Force C
Report on the Organization of Preservation Activities

INTRODUCTION

Unlike most libraries that have undertaken a preservation planning program using the ARL self-study materials, Joyner Library already had an established preservation program before the study began. "Preservation and Conservation at Joyner Library" was described in the Preservation Self-Study Background Paper and is reproduced as an appendix to this report. The Task Force on Organization of Preservation Functions was charged with developing information and data about the nature and scope of existing preservation activities. It was encouraged to examine the Library's current organizational procedures and activities, to analyze the procedures and activities in light of pertinent preservation issues, and to report to the Preservation/Conservation Needs Committee on its findings and recommendations. The task force was asked to determine the following:

1. How preservation activities are presently organized at Joyner Library
2. How preservation activities should be organized to better address the preservation issues faced by Joyner Library

The Task Force began its work by reading Chapter Seven "Phase II: Organization of Preservation Functions." In a series of weekly meetings the Task Force also read the Introduction and Program Description for the following topics: Collections Conservation; Collection Maintenance and Improvement; Organizing Preservation Activities; Managing a Library Binding Program; and Options for Replacing and Reformatting Deteriorated Materials. Chapter Ten " Fundraising for Preservation" and "Collections Care: Catalyst for Funds" (published by NIC) were covered as the last special topic.

ANALYSIS OF ORGANIZATIONAL OPTIONS

The Task Force agreed that the preservation and conservation activities in Joyner Library are operating efficiently and effectively. The new library will have well-equipped facilities with adequate space for improved and expanded preservation and conservation activities.

The Task Force identified strengths and needs of preservation activities in the present organizational structure.

Strengths observed were:

commercial binding program that produces LBI standard binding

in-house repair treatments that prolong the useful life of materials that do not meet the criteria for professional binding

in-house bindery program that produces housings for a variety of materials

basic preservation training available upon request

Specific needs identified were:

extending service to internal and external users through workshops and other programs and development of a program to offer document and book repairs for personal items

expansion of preservation for nonprint materials, i.e., microforms, videos, etc.

establishment of a preservation microfilming program

study of preservation photocopying program (in-house and external)

determining the monetary value of the collection and updating the insurance coverage based on the determined value

development of a program to include structured training for staff and students in all departments

conducting an investigation of the library's collection maintenance and improvement efforts after moving to the new facility using the checklists on pp. 4-8 of PPP *Collection Maintenance and Improvement*.

working with university personnel to improve housekeeping in the new facility

investigating the hiring of temporary personnel to complete routine cleaning of collections

establishing special shelving for oversize materials and repairing oversize materials after they have been moved to special shelving

developing a program for fundraising for preservation

appointing a Preservation Committee with representation from each department to meet quarterly to discuss preservation needs and directions

The Task Force examined the organization of preservation in other libraries and determined that the present organizational structure is the most appropriate for Joyner Library. The place of the Preservation and Conservation Department in the organizational structure of the library is the most advantageous for a successful preservation program.

TASK FORCE MEMBERS

Maliha Farhadi
Fred Harrison
Janet Kilpatrick
Don Lennon
Elizabeth Smith

RECOMMENDATIONS

Develop a regional preservation and conservation center to extend preservation services to internal and external users.

Expand preservation program to include all formats.

Investigate the establishment of preservation microfilming and photocopying programs for books.

Determine the monetary value of each collection, update insurance coverage based on the determined value, and establish priorities for salvage.

Develop a preservation training program for staff and students in all departments.

Investigate the library's collection maintenance and improvement efforts after moving to the new facility.

Work with university housekeeping to have improved cleaning of the new facility and investigate hiring ECVC personnel to complete routine cleaning of the collections.

Establish special shelving for oversize materials and repair oversize volumes after they have been moved to the special shelving.

Develop a fundraising program for preservation and conservation.

Appoint a Preservation Committee with representation from each department to meet quarterly to discuss preservation needs and directions.

APPENDICES

Checklists for conducting an investigation of the library's collection maintenance and improvement efforts
- Checklist for Identifying Storage Areas
- Checklist for Identifying Processing Units
- Book Stacks Checklist
- Book Drop Area Checklist

Preservation and Conservation at Joyner Library
Special Collections Department Preservation Program
Preservation and Conservation information from Joyner Library Home Page
Draft Preservation and Conservation Policy
Preservation Costs at Joyner Library

Checklist for Identifying Storage Areas

All Library Buildings (where materials are stored and used. Include separate floors and spaces where materials and conditions may vary)

Storage Facilities (on- or off-site)

Book Stacks (open or closed)

Reading Rooms

Backlog Storage (for processing, gifts, review, etc.)

Microform Reading Rooms

Media Facilities

Photocopy Areas

Book Drop Locations (places with external or internal book drops)

Checklist for Identifying Processing Units

Circulation Desk

Reshelving Areas

Acquisitions Processing

Cataloging Unit

Shipping Room

Shelf Preparation

Commercial Binding

Review Areas (for Selectors)

Book Stacks Checklist

Shelves:

Are shelves and cabinets steel with a baked-enamel finish?

Are wooden shelves and storage furniture properly sealed or lined to provide a barrier?

Is there enough shelving?

Is there good air circulation?

Shelving:

Are shelves neat and orderly?

Are books packed firmly but not too tightly to prevent damage when they are removed from the shelf?

Are books off the floor, on shelves at least 4" above the floor?

Bookends:

Are volumes supported upright, not leaning, with the appropriate size bookend?

Folios:

Are oversize volumes stored flat?

Are there no more than 3-4 books stacked on a shelf?

Are shelves large enough to support items?

Are there open shelves or tables to help with removing and reshelving volumes?

Dust/Dirt:

Are the shelves, books, and stack areas clean, uncluttered, and dust-free?

Are housekeeping routines adequate to keep stack areas clean?

Food:

Is food, drink, and smoking prohibited from the building and collection areas or restricted to specified areas?

Infestation:

Is there evidence of insect or rodent damage (e.g., droppings, mottled spines, stains, shredded paper?

Is there routine extermination?

Book Drop Area Checklist

Policy:

Are book drops closed when the building is open?

Equipment:

Is the chute the shortest distance and at a gentle slope?

Is the bin spring-loaded and cushioned?

Unloading:

Are book drops unloaded with a frequency that prevents volumes from piling up or overstuffing and jamming the bin?

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Task Force D:

Disaster Prevention and Preparedness

Report of the
Preservation Task Force on Disaster Preparedness
Academic Library Services
September 25, 1996

The Preservation Task Force on Disaster Preparedness was charged with:
1) focusing on what types of disasters or events might affect library materials
2) assessing the library's level of readiness to deal with such disasters

I. Methodology:

In preparing this report, task force members read materials from various sources. These sources ranged from disaster plans used in national university libraries as well as Joyner Libraries own disaster plan (these sources will be cited at the end of the report). Task force members were also assigned to investigate and report on various aspects of the task force charge. Materials and information gathered were then discussed during the course of several committee meetings. This information was then collated in preparation for the final report and recommendations.

II. Analysis:

In the recent past, water has been the most prevalent destructive agent in Joyner Library. Prior to the current demolition of the East Wing stacks (Phase II of Joyner's renovation), leakage was a problem in this area due to a faulty roof. Leakage was also a problem for several years on the 3rd. Floor West Wing of Joyner Library. Though no single rain event resulted in what would be considered a "disaster" situation in these two areas, numerous volumes were water damaged over a cumulative period of time. A more substantial damage event was caused to the library's online computer system when a main sewer was water damaged. This occurrence was a combination of heavy rains combined with a construction error. Drainage pipes adjacent to the basement area housing the sewer had been improperly adjusted. This is a good (or bad) example of human induced disaster scenarios for a library. Other examples of potential disaster situations in Joyner Library have been leaking air conditioning and heating unit pipes. Several incidents have occurred over the past decade or so in the East Wing area. Though no major damage was sustained, the potential was there. Fire has always been a concern; but thankfully, Joyner has not sustained a major fire event. This past summer has under scored the very real threat of hurricane induced damage. High winds and heavy rains not only threaten Joyner Library ,but perhaps more so , the two satellite remote storage facilities. Tornadoes are also a threat to this area, with the potential to strike during any season. Mold and insect infestation are also potential hazards to the collection. Both have occurred in the past, but not to a major degree. Monthly spraying by campus exterminators and better control of temperature and humidity in the new addition will hopefully control insect and mold damage.

In comparing the Joyner Library Disaster Plan with "Resource Materials for Disaster Planning in New York Institutions" by Sally A. Buchanan, and based on past response and recovery operations within the library to date, it is apparent that Joyner Library is quite well equipped to deal with a variety of situations that may threaten the collections. The library not only maintains a stock of supplies, but has an inventory of these supplies contained in the Disaster Plan. There are also contacts both on campus and off, for obtaining more supplies if the need arises. The consultants list is kept up to date and includes a variety of recovery specialists. One addition to this list might be to include the Northeast Document Conservation Center in Andover MA at (508-470-1010) as they offer free disaster response advice over the phone.

III. Recommendations:

Though Joyner Library has in place a highly effective Disaster Plan, the following additional recommendations are offered:

1) Prioritizing the collection is imperative in the event of a catastrophic fire or water disaster. This would enable a quicker recovery response in saving the most valuable areas of the collection.

2) The recent opening of the New Addition to Joyner Library creates the necessity to assess preparedness needs for this area. The placement of a disaster supply closet (or closets) in the New Addition should be considered as soon as possible.

3) The two off-site Remote storage facilities should be monitored continually. Air temperature and humidity must be kept relatively stable. The collection should be checked for mold or insect infestation. Disaster prevention supplies are necessary to be stored at each facility. The facilities structural integrity should be monitored (i.e., leaking roof, etc.).

4) Workshops for staff and faculty on basic training and recovery techniques could be provided by the Head of the Preservation and Conservation Departments.

5) The Joyner Library Disaster Plan should be updated on an annual basis. This would insure, for example that call tree personnel and any changes or additions of procedures are current. Also, any salvage or recovery procedures for specific materials (i.e., microform, compact discs, magnetic tape) which may be used by the Preservation and Conservation Department, but not included in the Disaster Plan, may need to be included in the Disaster Plan. This could be especially helpful in case Preservation/Conservation personnel were not present during an event.

6) Better reporting of all incidents that involve damage to library materials is essential. Existing incident reports tend to be very general in the information recorded. (A revised form, Library Material and Equipment Damage Report, has been included in the Appendices of this document).

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IV. Background Readings:

Brooks, Connie. Disaster Preparedness. One of a series of Preservation Planning Program Resource Guides edited by Jutta Reed-Scott. Washington, DC, 1993.

Buchanan, Sally A. "Resource Materials for Disaster Planning in New York Institutions".

Joyner Library Disaster Manual. 1995 edition.

Portions of Disaster Planning Programs from various National Libraries

V. Task Force Members:

Gordon Barbour, Chair
Michael Banks
Sherry Rouse
Dwayne Teague
Dick Wolf

VI. Appendices:

Appendix 1: Disaster preparedness at Joyner Library.
Appendix 2: Salvage techniques implemented in Joyner Library's Preservation and Conservation Department.
Appendix 3: Revised form used in documenting incidents (form attached).

LIBRARY MATERIAL AND EQUIPMENT DAMAGE REPORT

Location of incident:

Date of incident: _____ Tracking # : _____*

Cause of incident: Water _____
(check all that apply) leaking roof _____ burst pipe _____
Fire _____
Storm _____
lightning _____ wind _____
Other (specify) _____

What type of material was damaged or affected? Please indicate the quantity of material affected?

Periodicals_____
Books _____ Manuscripts _____
Videotape Microforms _____ Recordings _____
Archival Records _____CD-ROMS/Software _____
Computer/Electronic Equipment_____
Furniture_____

Record the level and type of damage by indicating the percentage of **damaged materials** that correspond to the following categories:

Burned and lost _____ Wet and unrecoverable _____
Saturated with water _____ Damp / not saturated _____
Soiled and saturated _____ Moldy / mildew_____
Other (specify) _____

* Use this # in all follow-up reports.

Report prepared by : _____
Department : _____

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Task Force E:

Staff and User Education

Report of the
Preservation Task Force on Staff and User Education
Academic Library Services
June 4, 1996

The Preservation Task Force on Staff and User Education was charged with: 1) reviewing the measures that Joyner Library currently uses in staff and user education of library materials, and 2) recommending what should be done to improve staff and user education. The task force distributed a survey (attached) to the staff and faculty of the library and has reviewed the responses.

I. Methodology

In preparation for this report, task force members read chapters in the sources cited at the end of this report, relevant portions of the preservation reports from other libraries, and other selected readings from the bibliography in the Background Paper. We also discussed various aspects of our charge in committee meetings. Finally, we used the Guide for Surveying or Interviewing from the preservation planning program manual. Most of us met with one or more departments at their core times to explain the survey and distribute the questionnaires. The Preservation/ Conservation Department was not requested to complete a survey. About 100 questionnaires were distributed; 33 were completed and returned in the ten-day to two-week period allotted for responses. In order to gain a sense of meaning from the responses, they were grouped by question, then by department, and were typed for readability. Task Force members then met to discuss the responses and draw conclusions from them for the report and recommendations.

II. Current Situation

There is no consistent practice throughout the library for training the staff. A few departments, specifically Cataloging, Circulation, Interlibrary Services, and Special Collections have staff who know of some correct practices and who pass this along to others in the department. Some respondents have made an effort to find out about correct practices, such as those for handling mail. Since its establishment in 1993, the Preservation/ Conservation Department itself has sponsored meetings for the library staff that covered the work of the department, prepared displays for the library exhibit area, and met with subject librarians to discuss options for preservation or conservation. Eighteen respondents (out of 33) said that they had attended the open house sessions in the Preservation/Conservation Department. In the responses covering training of library staff and student assistants, it should be noted that Media/Teaching Resources, Microforms, Music, and Systems all mentioned that they include or would like to see addressed the proper care of equipment as part of staff and user training.

Most departments pay more attention to the training of student assistants than of staff and have at least one person who is responsible for this training. Circulation, Interlibrary Services, Mail Services, North Carolina Collection, and Special Collections are the departments that devote the most attention to the training of student assistants. Responses from staff in all departments, however, said that there should be more emphasis on training in preservation matters.

Few departments report that they provide information for users. Interlibrary Services and Special Collections report the most attention to user education. ILS cautions users against using the book drop outside the office if the department is open, warns users against using rubber bands and post-it notes, alerts users if books are brittle, and places a book cover on each book that reflect proper care of materials. Materials in Special Collections are used only under supervised conditions. Users are

instructed as to proper methods of handling materials. The Music Library has placed signs or posters that indicate correct and incorrect ways to treat library materials. Staff in other departments may caution users about brittle materials when applicable. The Preservation/Conservation Department has prepared exhibits for the lobby of Joyner Library for the past two years on the dangers to library materials and on the work of the Department. These exhibits have been planned to coincide with Preservation Week.

III. Recommendations

Based on the responses to the survey and discussion in the task force, most of the comments about the training that is needed have emphasized two areas:

1) Correct procedures for shelving, photocopying, shipping, and general handling of library materials; using book trucks; and cleaning microform readers and electronic equipment; and

2) The dangers posed to library materials by eating, drinking, or smoking in libraries; by mending worn and damaged materials without appropriate training; and use of book drops, rubber bands, metal paper clips, and post-it notes.

In view of the above, we recommend that the library take the following steps in a program of staff and user education:

The Preservation/Conservation Department should develop a training program for staff and student assistants. This program should include, but not be limited to, an annual refresher for everyone and especially new staff that is similar to the open house sessions of the past.

The head of the Preservation/Conservation Department should speak at the fall library-wide meeting on the importance of preservation and alert staff to the establishment of the preservation education program.

Each department should appoint a person as liaison with the Preservation/Conservation Department to coordinate or supervise training in the department. The liaison should also be responsible for alerting staff to measures that support preservation, such as ordering or using supplies that aid preservation efforts (e.g., vinyl paper clips, bookends of appropriate size and construction, and alternatives to sticky notes).

The Preservation/Conservation Department, working with the liaisons, should develop a program of user education. Such a program could include annual publicity in campus media, exhibits, and fliers; offering suggestions for raising awareness of preservation issues to those who undertake bibliographic instruction; and ideas on the best way to handle patrons found to be consuming food and drink in the library.

The library should purchase training materials on preservation education (posters, bookmarks, and videos) and supplies to safeguard equipment, such as covers for work stations and keyboards. This last item was a recommendation from Harlan Greene, Director of the North Carolina Preservation Consortium, who visited the library in 1993, but it has not been carried out.

The library should make a concerted effort to discourage the consumption of food and drink by staff and users in the new building. This should include eating in staff work areas. The policy should be mandated by the library administration and followed by all departments and staff. A staff lounge that is clean and attractive would encourage staff to use it instead of their work areas.

The library administration should support these efforts in staff and user education by: providing suitable copiers (such as book-edge type), insisting that the university provide adequate housekeeping staff to maintain the building in such a way as to foster respect for the building and collections (such as seeing to it that marks on furniture, walls, etc. are promptly removed), providing funding for educational efforts, and in general supporting preservation education efforts.

IV. Background readings

Boomgaarden, Wesley. **Staff Training and User Awareness in Preservation Management**. Washington, D. C.: Association for Research Libraries, 1993.

Preservation Planning Program: An Assisted Self-Study Manual for Libraries. Washington, D. C.: Association for Research Libraries, 1993.

Relevant portions of preservation planning reports from selected ARL libraries

V. Task Force on Staff and User Education

Michael Cotter, Chair
Margaret Foote
Jessica Hilliard
Martha Lapas
Judy Moore
Maury York

VI. Appendices

Appendix 1: Preservation Survey on Staff and User Education (questionnaire)
Appendix 2: Responses from survey of library staff (retyped for readability)
Appendix 3: Samples of existing preservation training materials used in Joyner Library

Preservation Survey on Staff and User Education

The purpose of this survey is twofold:

- To identify current library activities designed to provide preservation education for staff and users
- To solicit general and specific ideas regarding the need for additional training opportunities, and potential approaches

Please review this questionnaire and return it to **Michael Cotter** by **March 27.** The results will be included in the final report of the Task Force to the Preservation/Conservation Committee and will form the basis for recommendations for an on-going program for staff and user education. Thank you for your assistance.

Please note the following **examples** of topics that could be addressed through a program of preservation education for the library:

1. The chemical and physical nature of library materials, and what causes them to deteriorate

2. Correct procedures for shelving (including concerns for overcrowding), photocopying, shipping, and general handling of library materials (including paper, film, photographs, magnetic tape, and other media); using book trucks, cleaning microform readers and electronic equipment

3. How to recognize brittle paper, bound volumes that are structurally unsound, insects that might damage library materials

4. The dangers posed to library materials by eating, drinking, or smoking in libraries; by mending worn and damaged materials without appropriate training; by use of book drops, rubber bands, metal paper clips, post-it notes

5 How library materials should be housed (i.e., appropriate levels for heat, humidity, light, and cleanliness); appropriate enclosures (e.g., boxes, microfilm containers)

Keeping the above list in mind, please answer the following questions. You may respond to the above examples by using the numbers, but please add additional information as appropriate.

What is your department?_____

1. What preservation training is currently provided for staff in your department? Who is responsible for training staff in your department?

2. What preservation training is needed for staff in your department?

3. What preservation training is currently provided for student assistants in your department? Who is responsible for training students in your department?

4. What preservation training is needed for students in your department?

5. What preservation information is currently provided for library users in your department?

6. What preservation information is needed for library users in your department?

7. Have you attended any open house or orientation sessions in the Preservation/ Conservation Department? _____ Comments?

8. Would a library-wide workshop in preservation/conservation be valuable? What topics would you like to have covered in a workshop?

9. Additional comments:

Recommendations
for
Preserving the Collections of Joyner Library

Recommendations for Preserving the Collections of Joyner Library

(See Implementation Schedule at the end of this section.)

I. Coordination:

A. Each department should appoint a person as liaison with the Preservation/Conservation Department to coordinate/supervise preservation education in the department.

B. Develop a fundraising program for preservation and conservation.

C. Appoint a Preservation Committee to help determine preservation needs and directions.

D. Evaluate the staffing level periodically as new programs are added.

II. Priorities:

A. Determine the monetary value of each collection, update insurance coverage based on the determined value, and establish priorities for salvage. The collection should be prioritized for recovery in the event of a catastrophic fire or water disaster. This would enable a quicker recovery response in saving the most valuable areas of the collection. Update every five years.

B. The Preservation and Conservation Department, with the assistance of appropriate library faculty and staff, should carry out a collection survey of 400 volumes in the general stacks and smaller numbers in the other collections of the library. All subject specialists should serve as resource persons during the survey of the collections. Preservation education sessions for subject librarians should be held prior to their involvement with the collection survey.

C. Library-wide collection development policies should be developed to guide preservation decisions.

III. Prevention:

A. The library should work with university housekeeping to have improved cleaning of the new facility and investigate hiring ECVC personnel to complete routine cleaning of the collections when needed.

B. The library administration should continue to support preservation efforts by: providing suitable copiers (such as book-edge type), insisting that the university provide adequate housekeeping staff to maintain the building in such a way as to foster respect for the building and collections (such as seeing to it that marks on furniture, walls, etc. are promptly removed), providing funding for educational efforts, and in general supporting preservation education efforts.

C. The placement of a disaster supply closet (or closets) in the new library addition should be considered as soon as possible.

D. The two off-site storage facilities should be monitored continually. Air, temperature, and humidity must be kept relatively stable. The collection should be checked for mold or insect infestation. Disaster prevention supplies are necessary to be stored at each facility. The facilities' structural integrity should be monitored (i.e., leaking roof, etc.). There should be some examination and treatment, if necessary, of all materials returned from storage when renovation is completed

E. The environment (temperature, humidity, and light) in the library should be monitored continually.

F. The Joyner Library Disaster Plan should be updated annually and salvage/recovery procedures should be included in the plan.

G. The revised form, Library Material and Equipment Damage Report, should be used to report all incidents which result in damage to library materials.

H. The library's collection maintenance and improvement efforts should be investigated after moving to the new facility has been completed.

I. Oversize volumes should be repaired and special shelving should be established.

IV. Education:

A. The Preservation/Conservation Department should develop a program of user education. Such a program could include the following:

annual publicity in campus media, exhibits, and fliers

suggestions for raising awareness of preservation issues to those who undertake bibliographic instruction; and ideas on the best way to handle patrons found to be consuming food and drink in the library.

preservation training program for staff and student assistants

workshops for staff and faculty on basic disaster training and recovery techniques

B. The library should continue to purchase preservation education materials (posters, bookmarks, and videos).

C. The library should make a concerted effort to discourage the consumption of food and drink by staff and users in the new building. This should include eating in staff work areas. The policy should be mandated by the library administration and followed by all departments and staff.

V. Cooperation:

A. A regional preservation and conservation center should be developed to extend preservation services to internal and external users.

B. The preservation program should be expanded to include all formats.

C. The establishment of preservation microfilming and photocopying programs for books should be investigated.

Implementation Schedule

Implementation Schedule

Goal	Immediate	1998	1999	2000	2001	2002
I.A	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .
I.B	*********	********	**** . . .	. . . . .	. . . . .	. . . . .
I.C	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .
I.D	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .
II.A	*********	********	****			
II.B	*********	****				
II.C	*********	****				
III.A	****					
III.B	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
III.C	*********	****				
III.D	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
III.E	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
III.F	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
III.G	****					
III.H	*********	********	****			
IV.A	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .
IV.B	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
IV.C	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
V.A	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .
V.B	*********	********	**** . . .	. . . . .	. . . . .	. . . . .
V.C	*********	**** . . .	. . . . .	. . . . .	. . . . .	. . . . .

* Implementation time

... Ongoing activity

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Appendices

Appendix A

The University of North Carolina
GENERAL ADMINISTRATION
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ROY CARROLL, *Senior Vice President and Vice President for Academic Affairs*

Telephone 919 962-4614
(FAX: 919 962-0008) E-mail: rcl@ga.unc.edu

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina School of the Arts

North Carolina State University at Raleigh

Pembroke State University

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem State University

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MEMORANDUM

TO: University Library Advisory Council

FROM: Roy Carroll RC

DATE: March 11, 1997

SUBJECT: UNC Library Study Final Report

I am transmitting to you the final report on the library study conducted by Jay Lucker, Principal Consultant. This study, the first since 1973, was requested by the General Administration to evaluate the effect on UNC libraries of changes over the past 20 years: stagnant library budgets, unprecedented inflation, changes in institutions' missions and enrollment levels, new technologies, added degree programs, etc. The study analyzes the current status of libraries, identifies some current and future needs, and makes both short term and long term recommendations concerning library support.

This study places the UNC libraries in the context of academic libraries in the 21st Century, in North Carolina higher education, and in the UNC system. Comparative data are provided from national standards and from peer institutions. Attention is directed to special needs in the areas of technology, preservation, and law and medical libraries. Funding recommendations address catch-up funding for comparatively low materials budgets, catch-up funding for new academic programs, inflationary funding, and recurring funds for the NC Virtual Library.

I will appreciate your comments, individually and as a group, on this report.

Also enclosed is library services information, which can be included in the new edition of the Statistical Abstract of Higher Education in North Carolina if you think it would be helpful.

Enclosures

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UNIVERSITY OF NORTH CAROLINA

Library Study Final Report

Principal Consultant

Jay Lucker

Consultants

David McDonald, Technology
Carolyn Clark Morrow, Preservation
Bernard J. Reams, Jr., Law
Frieda Weise, Medicine

September, 1996

UNIVERSITY OF NORTH CAROLINA

Executive Summary

Library Study Final Report

This report was commissioned by the General Administration of the University of North Carolina as a comprehensive, university-wide review of library resources, services, and information technology that included an analysis of the current status of libraries, an assessment of current needs, recommendations regarding short term budget support, and long term recommendations.

The report surveys the current situation in the related fields of publishing, higher education, academic libraries, and information technology and uses as a basic assumption the continued coexistence of printed and electronic information for the foreseeable future. In recent years, academic libraries have been faced with increased pressures from escalating costs for library materials, especially serials, along with the need to acquire new information formats and to provide hardware, software, staff, and training, to lead their libraries into and through the new information age.

Libraries have responded to the economic pressures in a variety of ways: increased budgets, reductions in acquisitions, cancellation of serial titles, greater reliance on document delivery, interlibrary loan, and commercial information suppliers, and reallocation of funds from other parts of the budget to support inflationary increases in the cost of library materials.

The development and widespread availability of national bibliographic systems, online bibliographic and full text databases, personal computers, wired campuses, and the Internet provides academic libraries with a new opportunity to rethink and redesign their information acquisition and information delivery programs.

The report points out that in the immediate future, academic libraries will focus more of their resources and staffs on identifying user needs, emphasizing access to information as opposed to ownership, exploiting new technology and local networks, linking library programs more directly to academic programs, monitoring economic changes, and, as a result of all of this, reallocating resources.

The major factors that will be influencing the future direction of libraries in the UNC system are divided into three general categories: those affecting higher education and academic libraries in general – the continuing growth of library expenditures, the growth in the amount of information being published, the impact of technology on library staffs and library users, the need to have library facilities that are responsive to the new information environment.

Within the State of North Carolina and the University, the key issues that are described are increased enrollment, the changing nature of educational programs including distance learning, changes in the North Carolina economy and business environment, and the need to provide access to information to the entire citizenry of the State.

The third area – the UNC libraries themselves -- will face the future with a strong tradition of technological entrepreneurship and cooperative management. The 16 libraries in the UNC system already share electronic access as well as direct patron access and will be able to leverage their resources and capabilities to provide the necessary collections, services, and access to support higher education in North Carolina in the 21st century.

The report draws upon national standards for academic and research libraries as well as on comparative data from peer institutions. Using criteria established for research libraries by the Association of Research Libraries and for all academic libraries by the Association of College and Research Libraries, the report evaluates existing library collections, staffs, and space and identifies a number of libraries where additional resources are needed. Particular attention is paid to the two major research university libraries – North Carolina State and UNC Chapel Hill – as collections of national importance and stature.

Detailed analysis and recommendations cover library funding, electronic database access, technology, staff, space, and preservation. The report takes special note of a new proposal for a North Carolina Virtual Library and strongly supports the goals and directions included in this endeavor.

In terms of funding, recommendations are made for the following:

1. Catch-up funding for libraries whose library materials budgets trail both other UNC libraries and peer institutions.

2. Additional funding for libraries on campuses where there has been a significant number of new academic programs but where the library budget was not supplemented.

3. Inflation funding based on industry wide data and recent price history.

4. Recurring support of approximately $1,600,000, annually for coordinated database licenses, software, and access charges, and hardware and software for two server sites to establish the North Carolina Virtual Library.

The technology section of the report provides both a survey of existing technological activity and recommendations regarding the linking of online catalogs, shared access to databases, and organizational changes needed to make the most effective use of the new technology.

Staffing issues covered include both the total size of library staffs and the relative proportion of professional versus support staffs as measured against national standards and peer institutions.

Library facilities are evaluated against national standards and a number of libraries are identified where there are requirements for additional space, facilities upgrading, infrastructure improvement, and furnishings and equipment.

The two law and two medical libraries are described in terms of current programs and program needs. There is also a section dealing with the critical area of preservation of library collections that includes a series of recommendations for developing a UNC wide program for preserving library collections in all formats.

The report concludes with recommendations regarding organization, planning and system-wide cooperation and with a set of proposals for UNC wide cooperative activities linked to an expanded statewide plan for libraries in North Carolina.

G. Preservation

Throughout its history, the University of North Carolina, like other academic and research institutions, has sought to acquire and maintain for use library collections of depth and breadth that build, generation upon generation, on the research, publication, and documentary record of human endeavor. While occasionally, materials are removed from the collections, for the most part the record is cumulative, both intellectually and physically. Therein lies the preservation challenge.

Library materials are composed of organic materials that are subject to decay. Even the sturdiest record media of the past, such as vellum manuscripts and handmade paper, can be damaged if stored or used improperly. In addition, acidic paper produced since the middle of the 19th century has created a crisis of "brittle" paper in books and archival collections in North Carolina and around the world that can render materials unusable and obliterate their contents. The newer recording media such as color photography, videotape, and CD-ROM, are not only extremely vulnerable to damage but also are produced and used on ephemeral recording devices that require special preservation procedures.

Currently, preservation programs and activities in the libraries of the University of North Carolina are inadequate to:

- -- protect the State's investment in library collections;
- -- maintain library materials, including newer information formats in usable condition for the benefit of faculty, students, and researchers throughout the system; and
- -- protect and preserve materials with enduring research and historical value, including unique collections of archives and manuscripts.

Although preservation programs are inadequate to meet the State's and university's needs, the UNC situation is not unique nor surprising given the nature of library collections. UNC shares the challenge of maintaining and preserving diverse library collections with academic and research libraries worldwide. While the size of collections with the UNC libraries varies greatly -- from 115,000 volumes to over four million -- all of the libraries contain the full range of information formats and thus have the range of preservation problems.

As part of a preservation survey conducted in connection with this report, the preservation consultant assembled a brief and informal set of descriptions of UNC special collections. Here are some highlights:

Appalachian State University

W.L. Eury Appalachian Collection

East Carolina University

East Carolina Manuscript Collection
North Carolina Collection
Hoover Collection on International Communism
Rare Book Collection with emphasis on maritime history and slavery

North Carolina Central University

Collection of African, African-American and West Indian history, literature and religion

North Carolina State University

Manuscript Collection
Rare Book Collection emphasizing entomology

UNC Asheville

Western Caroliniana

UNC Charlotte

Rare Book Collection specializing in American literature, children's books, and English drama
Manuscript Collection emphasizing the history of Charlotte-Mecklenburg and surrounding counties

UNC Chapel Hill

Southern Historical Collection
North Carolina Collection
Southern Folklife Collection
Rare books and manuscripts emphasizing 19th and 20th century American and British publishing

UNC Greensboro

Woman's Collection
Detective fiction by American women
History of dance and physical education
Private presses and small publishers

UNC Pembroke

Native American materials especially local Lumbees, and materials on Robeson County

UNC Wilmington

Southeastern North Caroliniana
Civil War
Visual arts and artists in North Carolina

Western Carolina University

Western North Caroliniana
Southern Appalachia
Cherokee Indian history and culture

All of the UNC libraries have archival collections through which they collect and store official university records, faculty papers and manuscripts, and student publications.

The UNC libraries, as a group, are well positioned to develop a coordinated approach to preservation. Three libraries (UNC-CH, ECU, and NCSU), have a full time professional librarian to manage preservation activities and five more libraries have assigned preservation responsibility to a professional librarian on a part time basis. Five libraries have standing preservation committees. Eight — soon to be nine — libraries are members of the North Carolina Preservation Consortium and 12 libraries report that more than one staff member has attended a preservation workshop within the past two years.

Realistically, however, even genuine interest and training is not a substitute for the existence of a comprehensive program of activities that enables a library to care responsibly for its collections. For example, throughout the system, environmental controls, particularly for special collections, are uneven and needlessly hasten the deterioration of materials. Half of the libraries report that they have not yet developed emergency preparedness plans and two thirds do not have an outreach program to educate library users about the preservation challenge.

Preservation Recommendations

1. **The libraries of the University of North Carolina have an obligation to the citizens of North Carolina to preserve the State's investment in its university library collections. UNC also has an obligation to the larger academic and research communities to contribute to national preservation efforts by following national standards and guidelines and developing an appropriate institutional response to the preservation challenge.**

2. **As research libraries, North Carolina State University and UNC Chapel Hill are important resources for North Carolina, the South, and the nation, and the preservation of their collections deserves the highest priority.**

3. **The UNC libraries should jointly sponsor a formal preservation survey that describes and quantifies the condition of the collections, investigates preservation needs, and sets priorities for preservation activities for each library.**

4. As part of its responsibility to ensure appropriate preservation of the collections and maintenance of materials in usable condition, UNC should foster the establishment of a baseline preservation program in each of the campus libraries:

   - As UNC library building projects are approved, a preservation component should be built into the planning process.

   - Each campus should be encouraged to establish goals for improving environmental conditions based on local data that have been gathered and on existing national standards and guidelines. Goals for improving the library preservation environment should be articulated in library long range plans.

   - Each library should be required to develop an emergency preparedness plan for library disasters and to coordinate with other UNC libraries for access to expertise and services on regional basis.

   - Each library should be responsible for the implementation of an appropriate security plan and for annual reviews of security of collections through sampling.

   - UNC library directors should endorse the establishment of policies for handling and use of library materials and encourage staff to participate in preservation training sessions held by organizations like SOLINET and the North Carolina Preservation Consortium.

   - UNC libraries should distribute educational materials to their patrons to alert them to the challenge of preserving collections and to educate them on the critical consequences of destruction or theft of library property.

   - Each library in the UNC system should have in place a conservation program that is appropriate to the size and nature of its collections and that also includes sound remedial treatment provided by trained library staff for general collections materials, high quality commercial library binding services, and access to expert conservation treatment for valuable, rare, and unique materials.

   - Libraries should have access to funding and archival quality microfilming services in order to produce copies of unique materials for security, preservation, and access.

5. UNC libraries with emerging preservation programs should take full advantage of currently available staff development activities and work together to develop programs that meet University-wide training needs.

6. UNC should support the membership of all of its libraries in the North Carolina Preservation Consortium at a funding level that will allow UNPC staff to provide an appropriate level of service in training, publications, information, and referrals.

7. The UNC libraries should develop one or more shared storage facilities for library materials that combine economical storage with an environment that enhances the preservation of materials.

8. The UNC State contract for library binding should be revised by a committee of knowledgeable librarians to reflect state of the art binding materials and techniques. This group should also be charged with exploring the need for and availability of other preservation services, both commercial and UNC-sponsored.

9. The UNC libraries should jointly endorse, organize, and support a process of identifying unique materials and materials of enduring value important to the citizens of North Carolina as well as to the nation, and develop a specific, long range plan for their preservation and dissemination. This would fit well under the provisions of the North Carolina Virtual Library Project.

10. A preservation committee should be established under the aegis of ULAC and charged to oversee the development of a system wide preservation program. Relatively modest infusions of funding in three crucial areas will help the program get off to a good start: (1) a coordinated preservation survey of UNC libraries; (2) greater support for the North Carolina Preservation Consortium; (3) conduct of an inventory to identify materials of enduring value.

Appendix B

Merrill-Oldham, Jan, Carolyn Clark Morrow, and Mark Roosa. "Preservation Program Benchmarks for Selected Core Activities. in *Preservation Program Models: A Study Project and Report*. 36-38. Washington, DC. Association of Research Libraries. 1991.

Preservation Program Benchmarks for Selected Core Activities

Introduction

The benchmarks presented herein were synthesized by the project team from the results of the 1989/90 ARL Preservation Statistics Questionnaire. In addition to this quantitative analysis, the benchmarks reflect the history and development of preservation programs in ARL libraries. They are not intended to be prescriptive, but rather are indicators of the level of effort that can be expected as a preservation program develops. As with the suggestions for organization and staffing models, the benchmarks are presented for collections of four sizes: under 2 million volumes, 2 to 3 million volumes, 3 to 5 million volumes, and over 5 million volumes. The figures reflect the level of preservation effort required for a central library collection. They are not intended to reflect the level of effort needed to provide preservation services for professional schools such as law or medicine, nor an extensive system of decentralized or regional campus libraries.

Benchmarks are presented for personnel and preservation expenditures expressed as a percentage of the total library budget. These are overall indicators of preservation program development. Production benchmarks are included for core activities that are well established, and for which statistics have been kept by the majority of libraries. Given the newness of most preservation programs and the ARL Preservation Statistics Questionnaire, and the differences in preservation record keeping from library to library, benchmarks could not be provided for all preservation activities underway in ARL libraries.

The benchmarks reflect an ideal, rather than a real, progression of preservation program development. In reality, the maturation of specific components is likely to proceed unevenly. For example, a library may have developed its commercial library binding program to Level four, but be at a Level two in its development of a brittle book replacement program. A library with a professional conservator on staff may have developed conservation activities to a Level three before it hires a preservation librarian and institutes formal preservation planning.

As a general guideline, however, Level one programs may be characterized by libraries that carry out preservation activities such as binding and book repair, but are not organized for a library-wide preservation effort that incorporates programmatic and planning elements. A preservation committee may have been appointed to assess the need for a preservation program. The committee may have sponsored staff training sessions, developed training tools such as posters and bookmarks carrying preservation messages, or put up an exhibit on preservation; and the library may be considering the initiation of an ARL Preservation Planning Program self study.

Level two programs may be characterized by libraries that have assigned certain preservation responsibilities to a professional librarian on a part-time basis, but have

not organized a preservation unit with distinct authority and responsibility for planning and development. The preservation coordinator would typically work in conjunction with a preservation committee to simulate grass roots preservation program development through such activities as preservation education sessions for staff, drafting an emergency preparedness plan, and writing a report for the director on the need for conservation services. The library may be considering or may have recently conducted a ARL Preservation Planning Program self study.

Level three programs may be characterized by libraries that have made a commitment to preservation program development, and have organized most preservation activities into a formal preservation unit under the direction of a preservation librarian. Typically the library would have conducted an ARL Preservation Planning Program self study or otherwise engaged in long-range preservation planning, and would have codified a number of library-wide preservation policies. A Level three preservation program would have core preservation components in place (i.e., conservation, binding, staff and user education, disaster preparedness, brittle book replacement); and would have identified the need for improved environmental controls, additional professional staff for preservation, and an expanded reformatting program.

Level four may be characterized by libraries that have programs of sufficient depth and breadth to make significant progress in the preservation of the retrospective collections over the next two decades, while maintaining an appropriate level of prospective preservation activity for incoming materials. Preservation policies are fully integrated into all aspects of library services. The preservation program is evolving to meet the changing needs of the collections rather than developing, as with Level three, in response to the identification of unmet needs. A Level four preservation program is likely to require further growth in order to bring the level of preservation activity into line with the need (e.g., so that the number of brittle books replaced or reformatted equals the number of brittle books identified). Staff would typically be engaged in planning for new programmatic elements such as mass deacidification and preservation of non-book collections.

1 Preservation Program Benchmarks for Selected Core Activities

ARL library with under 2 million volumes

Personnel (number of full time equivalent staff, including student assistants)

	professional	support staff	total staff
Level one:	0	< 2	< 5
Level two:	>0 – <1	2 – 5	5 – 9
Level three:	1 – <2	> 5 – 7	> 9 –12
Level four:	>2	> 7	> 12

Expenditures as a percent of total library budget

Level one:	4 %
Level two:	> 4–5 %
Level three:	> 5–6 %
Level four:	> 6 %

Conservation Treatment (volumes treated)

	minor	intermediate
Level one:	< 1,800	< 150
Level two:	> 1,800–4,000	150–850
Level three:	> 4,000–6,000	> 850–1,500
Level four:	>6,000	> 1,500

Protective Enclosures

Level one:	< 1,000
Level two:	1,000–2,000
Level three	> 2,000–3,000
Level four:	> 3,000

Commercial Library Binding

	expenditures	number of volumes
Level one:	NA	NA
Level two:	$37–$70,000	3,700–7,000
Level three:	> $70,000–$130,000	> 7,000–13,000
Level four:	> $130,000	> 13,000

Reformatting (microfilmed and photocopied volumes)

Level one:	< 50
Level two:	> 50–300
Level three	> 300–800
Level four:	> 800

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Appendix C

Preservation and Conservation Costs at Joyner Library

REPAIR	COST	TIME
Based on a 10"w x 13"h book.		
RECASE (ORIGINAL COVER)		**60 min.**
Spine lining	0.30	
Adhesive	0.10	
Hemp cord	0.05	
Endpapers/Japanese paper	1.00	
RECASE (NEW COVER)		**60 min.**
Spine lining	0.30	
Adhesive	0.25	
Hemp cord	0.05	
Bristol	0.15	
End papers/Japanese paper	1.00	
Boards	5.20	
Bookcloth	4.00	
Title strip	0.10	
SPINE REPLACEMENT		**20 min.**
Bookcloth	0.50	
Adhesive	0.05	
Bristol	0.15	
Hemp cord	0.05	
ENDSHEETS		**30 min.**
Endpapers/Japanese paper	1.00	
Adhesive	0.20	
GLUE TEXTBLOCK (DOUBLE FAN)		**30 min.**
Adhesive	0.05	
Spine lining	0.30	
SPLIT TEXTBLOCK SEWING		**20 min.**
Thread	0.15	
HEAD & TAIL REINFORCEMENT		**20 min.**
Bookcloth	0.20	
Bristol	0.06	
Adhesive	0.05	
Hemp cord	0.05	
TIGHTEN HINGES		**6 min.**
Adhesive	0.05	
TIP IN		**2 min.**
Adhesive	0.02	
CORNERS		**5 min.**
Adhesive	0.04	

KRYLON	can	6.49
FREE GUARD (TYVEK 23 x 35")	sheet	1.80
HEAT SET TISSUE (14 x 20")	sheet	3.15
JAPANESE PAPER (20 X 22" AVG.)	sheet	3.00

4/21/97

BINDING COSTS AT JOYNER LIBRARY

TREATMENT/SUPPLIES	COST	TIME
PROFESSIONAL BINDING (RECASE)		1 min.
Initial cost of binding up to 12"	4.50	
Tattle tape	0.22	
Call # (4 lines)	1.00	
Time charge for recase	4.00	
Time to process	0.25	
MUSIC SEW/POCKET		30 min.
Board (10x13)	1.36	
Filmoplast P tape	0.09	
Filmoplast SH tape	0.27	
Tattle tape	0.10	
Thread (30 inches)	0.13	
Tyvek pocket	0.30	
Glue Stick	0.01	
Verify pieces	0.05	
Date due	0.01	
Scotch removable tape	0.01	
Transfer	0.02	
Archival map & print storage (brown covers)	0.72	
Time to process	2.50	
NORTH CAROLINA SEW		16 min.
Board (10x13)	4.35	
Tattle tape	0.10	
Thread	0.05	
Label	0.11	
Tyvek strip	0.02	
Time to process	1.33	
LACE		16 min.
Board (11x14)	2.45	
Thermavit tacks (3)	0.36	
Label	0.11	
Time to process	1.33	
4-FLAP ENCLOSURE		2 min.
Board (7x10	4.66	
Label	0.11	
Time to process	0.17	
BOXES		21 min.
Board (20 pt.) 7x9	1.35	
Board (40 pt.) 7x9	1.96	
Velcro	0.04	
Label	0.12	
Label (care of book)	0.04	
Time to process	1.74	
GBC (Music/pocket)		30 min.
Board (11x14)	2.45	
Tattle tape	0.10	
Verify pieces	0.05	
Date due	0.01	
Tyvek pocket	0.30	
Scotch removable tape	0.01	
Transfer tape	0.02	
Archival map & print storage (brown cover)	0.72	
Time to process	2.50	
POST BINDERS		11 min.
Boards (11x14)	2.45	
Screws (3)	0.71	
Label	0.11	

(4/30/97)

Conservation Workstation Cost

2/19/97
Page1

QUANTITY	ITEM	VENDOR	PRICE
1	ace bandage	Walmart	4.24
1	alcohol	Revco	1.49
1	ash tray	Family Dollar	0.50
2	bean bags - BB's	Globe Hardware	2.00
1	bone folder - 6"	Bookmakers	3.95
1	bone folder - 8"	Bookmakers	4.95
2	brick - covered	n/a	0.00
1	brush - dust	Student Store	1.76
1	brush - flat 1/2"	Student Store	3.50
1	brush - flat 1/4"	Student Store	2.70
1	brush - round 5/8"	University Prod	3.40
1	brush 1 1/2" or 38 cm	Peregrine	7.00
1	brush 1" or 23 cm	Peregrine	4.00
1	brush 1/2" or 19 cm	Peregrine	3.00
4	bulldog clips - large	Coeco	3.60
4	bulldog clips - small	Coeco	3.20
1	chewing gum remover	Demco	4.79
8	corner squares	n/a	0.00
1	Detection stripper	Processing	0.00
25	Detection strips	Processing	0.00
1	eraser - gum	Coeco	0.72
1	eraser - hi-polymer	Coeco	1.30
1	eraser - magic rub	Coeco	0.69
1	gluestick	Demco	1.39
1	goo gone (Bottle)	Lowe's	2.68
1	goo gone multi-purpose spray	Walmart	2.82
2	handiwipes	Walmart	1.46
1	head and tail cord - roll 6"	Bookmakers	7.85
1	head and tail cord - roll 8"	Bookmakers	7.85
1	hypodermic syringe	n/a	0.00
1	knife - bookbinders pointed end	Gaylord	5.55
1	knife - bookbinders square end	Gaylord	7.20
1	knitting needle 14"	Talas	1.55
1	Krylon	Arts & Graphics	6.12
1 box	paperclips vinyl	Coeco	0.95
1	pencil #2	Central Supply	0.07
1	pick up square	University Prod	1.05
1	plate glass 12 x 2 1/2"	Greenville Glass	2.90
1	PVA - bottle 8 oz.	Arts & Graphics	0.75
1	PVA - bottle 4 oz.	Arts & Graphics	0.55
1	PVA - bottle 1/2 oz.	Arts & Graphics	0.45
1	PVA - bottle tighten hinges	Corey Home Cntr	1.99
10	q-tips	Walmart	0.10
1	ruler - Bates steel corked back 12"	Student Stores	3.45
1	ruler - Bates steel corked back 6"	Student Stores	2.20
1 roll	Sand paper	Bookmakers	5.95
1	Sanding block	Bookmakers	8.95
1 sheet	sandpaper fine	Lowe's	1.85
1 sheet	sandpaper very fine	Lowe's	1.85
1	scalpel handle	Talas	3.90
10	scapel blades	Talas	2.50
1	scissors - right handed 5"	Walmart	3.96
1	scissors - right handed 8"	Walmart	4.44
1	spatula (flexible) stainless steel 8"	Gaylord	4.05
1	spatula (micro) - steel 8 "	Bookmakers	7.50
1	spatula (micro) - teflon coated 8"	Bookmakers	11.95
1	spatula - bent 8"	University Prod	8.85

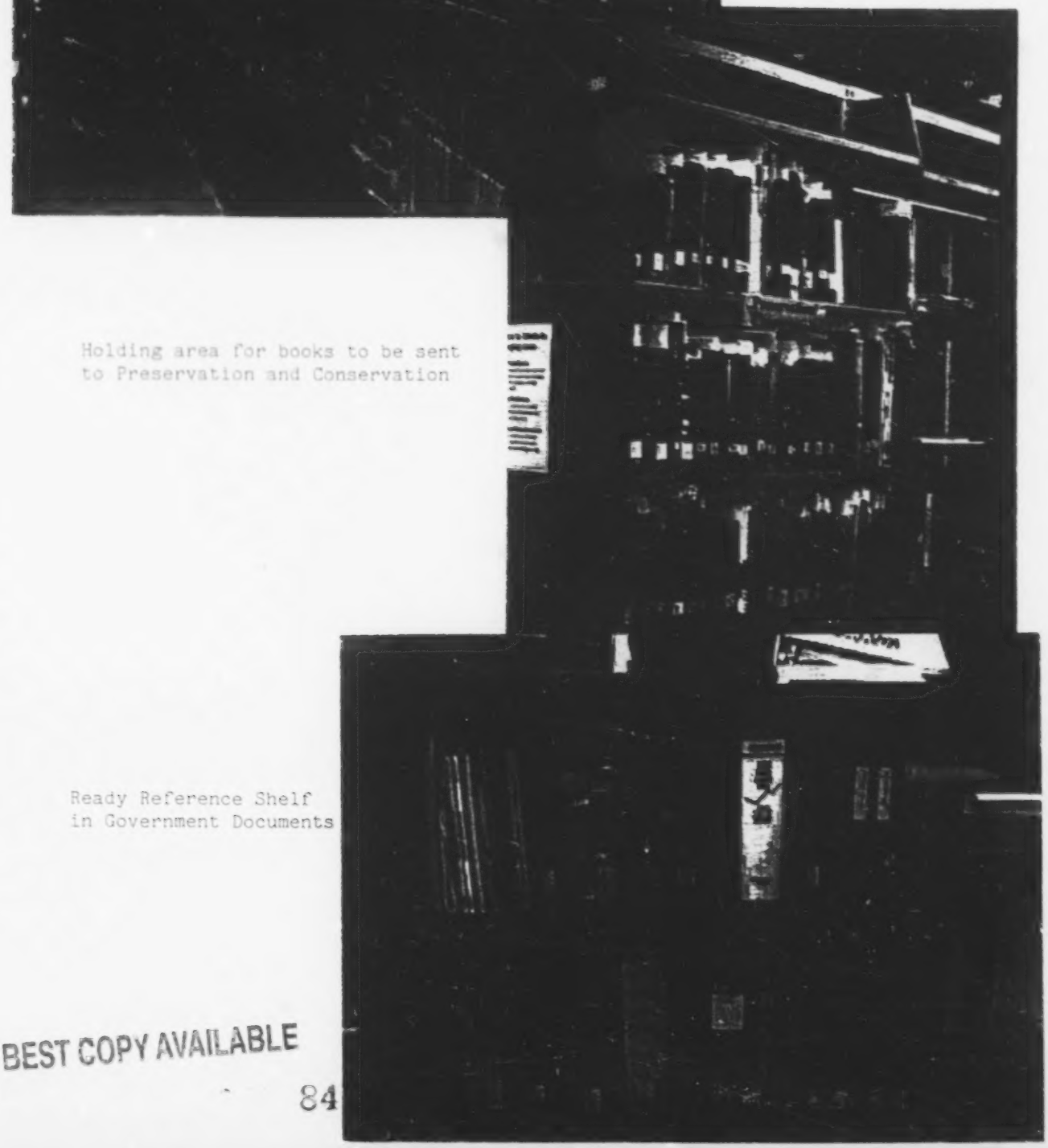
1		spatula - heavy duty 7 1/2"		University Prod		10.25	
1		spatula - teflon 9 1/2		Bookmakers		29.95	was 9.80 (new design)
1 roll		spine lining or super		Gane		37.22	
1		staple remover		Gaylord		3.10	
1		T-square 12"		Arts & Graphics		2.60	
1 roll		tape - easy bind 1 1/4"		Kapco		11.85	
1 roll		tape - filmoplast P		University Prod		21.75	
1		tip - 9mm stainless steel		Arts & Graphics		1.95	
1		toothbrush holder		Student Stores		1.35	
1		tweezers		Student Stores		0.89	
10 sheets		wax paper		Brodart		0.50	
1 roll		magic mend tape		Central Supply		0.99	
1		tape dispenser		Central Supply		6.15	
2		press/support boards		Stacks		0.00	
6		plexiglass rods		Gaylord		4.68	
1 sm 1 lg sheet		bristol		University Prod		0.60	
50		paper towels white		General Cash & C		0.50	
						315.80	

Appendix D

Photographs from Survey of Old Joyner Library Building and the Music Library

The Preservation/Conservation Needs Committee toured Joyner Library and the Music Library in October 1995. Photographs taken during those tours document examples of good signs, good and bad shelving practices, problems with the buildings, and other preservation-related issues. These pictures are included for historical purposes because the environment and conditions will be different in the new building. It is hoped that crowded conditions in the Music Library will be addressed in the near future. The impact of the preservation program could be measured in part by another photographic tour when all departments have moved to the new building.

Document storage boxes
in Special Collections



Holding area for books to be sent
to Preservation and Conservation

Ready Reference Shelf
in Government Documents

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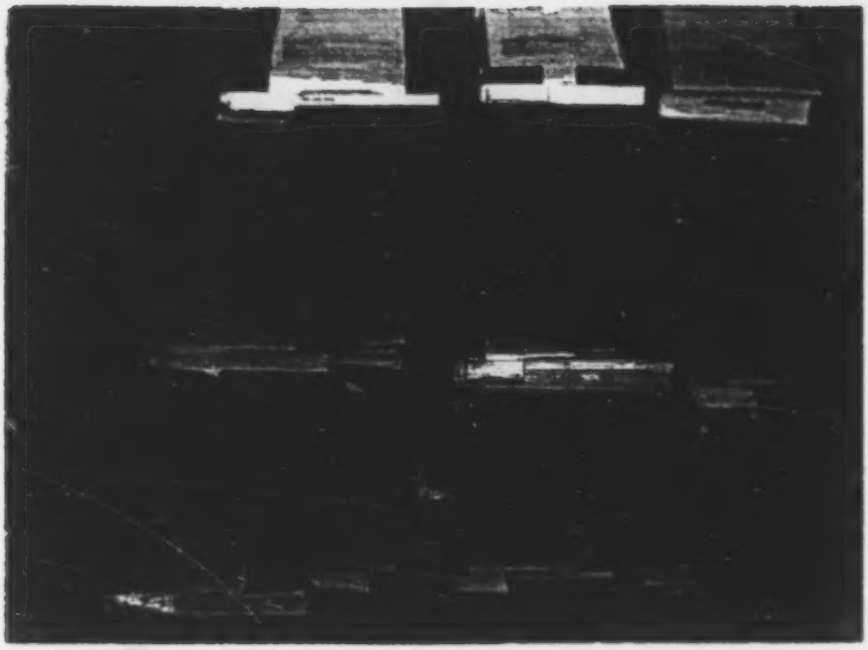

ILL books

Divider shelves for thin Curriculum books

CD storage in Music Library

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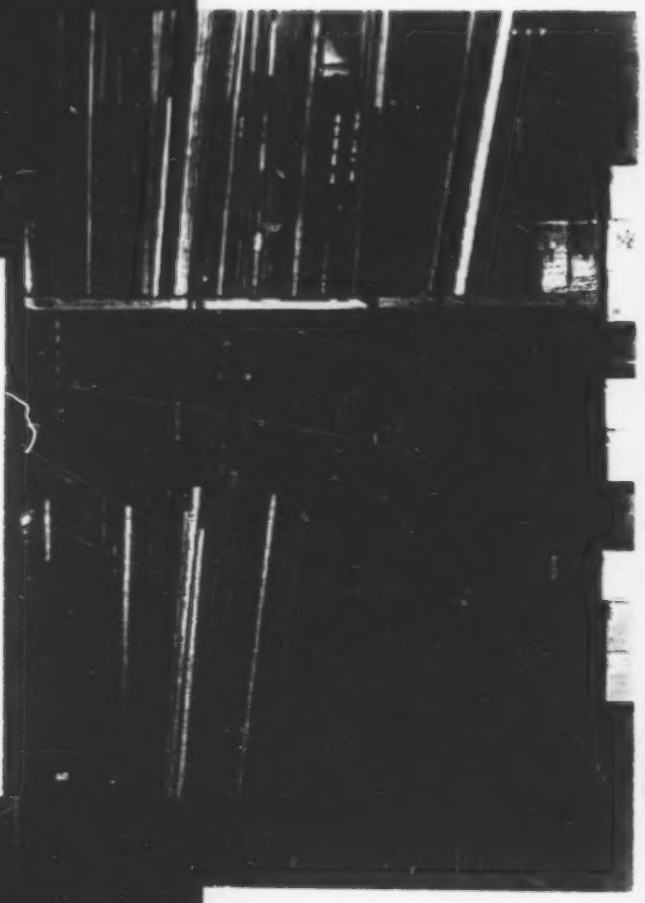
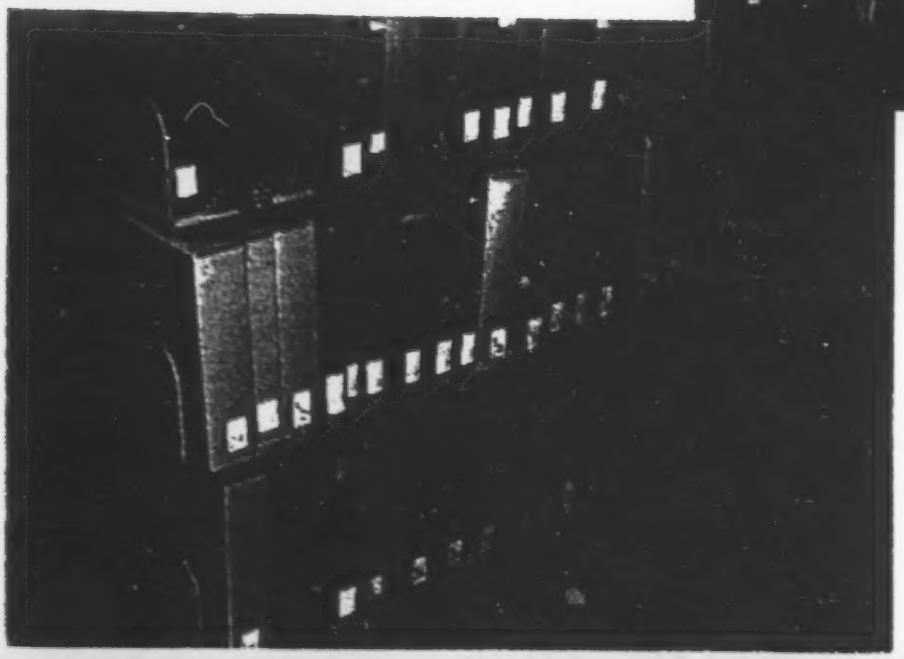
Atlas storage in Reference



Divider shelves for thin scores in the Music Library



Boxes for brittle books

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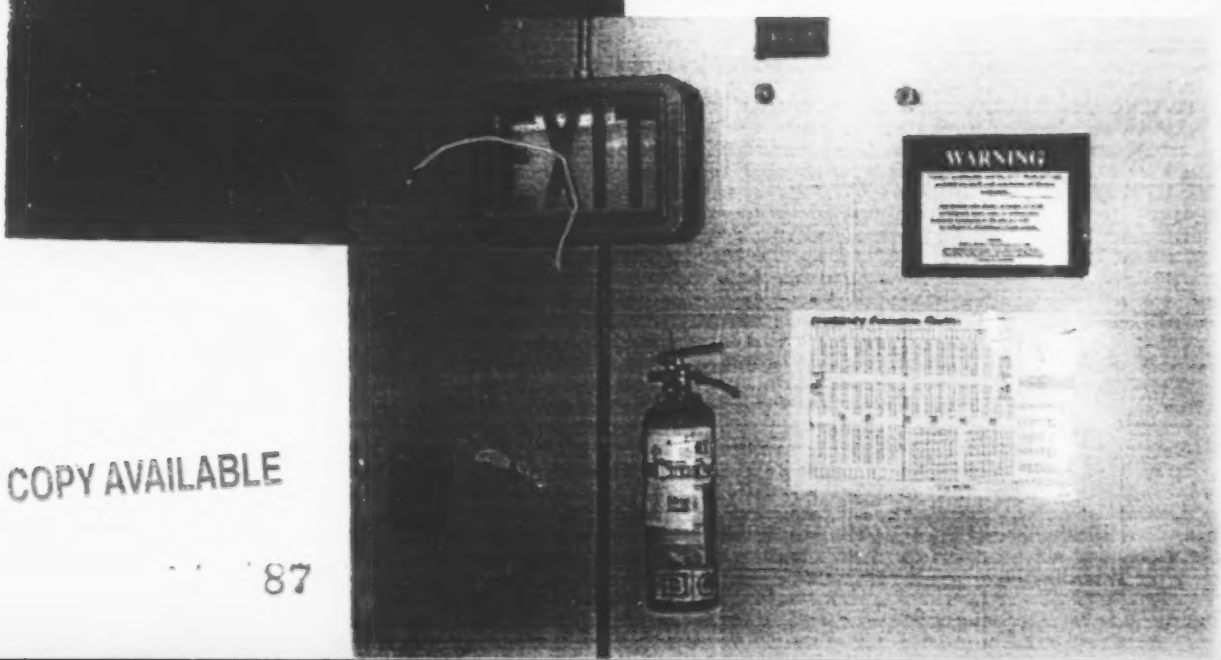
Good signs in Joyner Library and the Music Library



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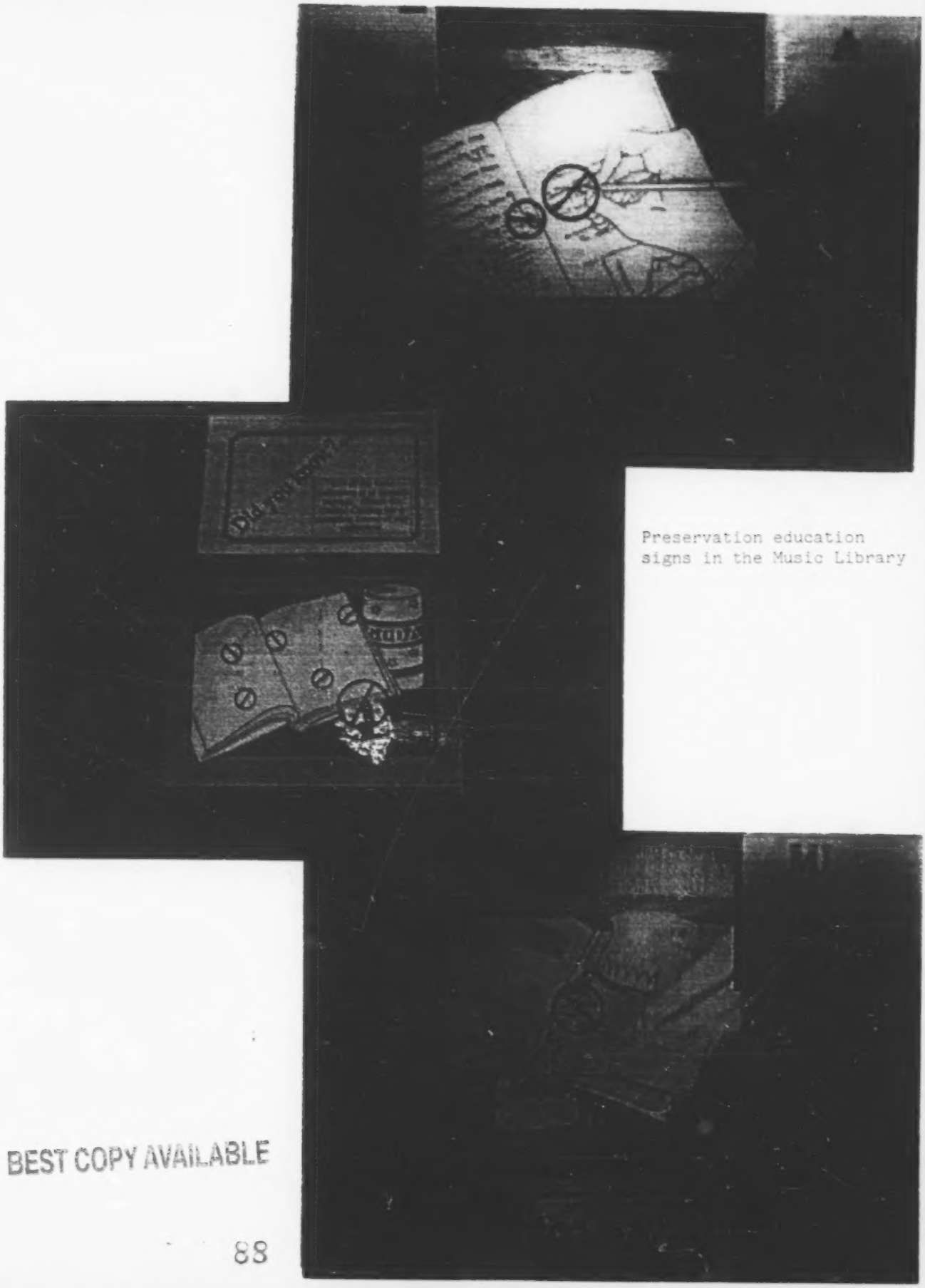

Preservation education signs in the Music Library

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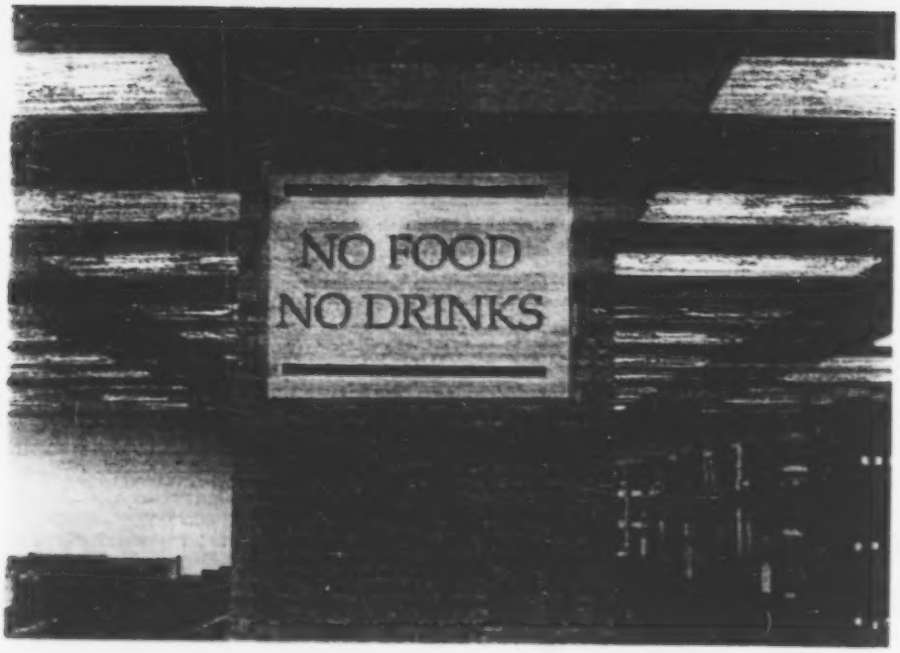
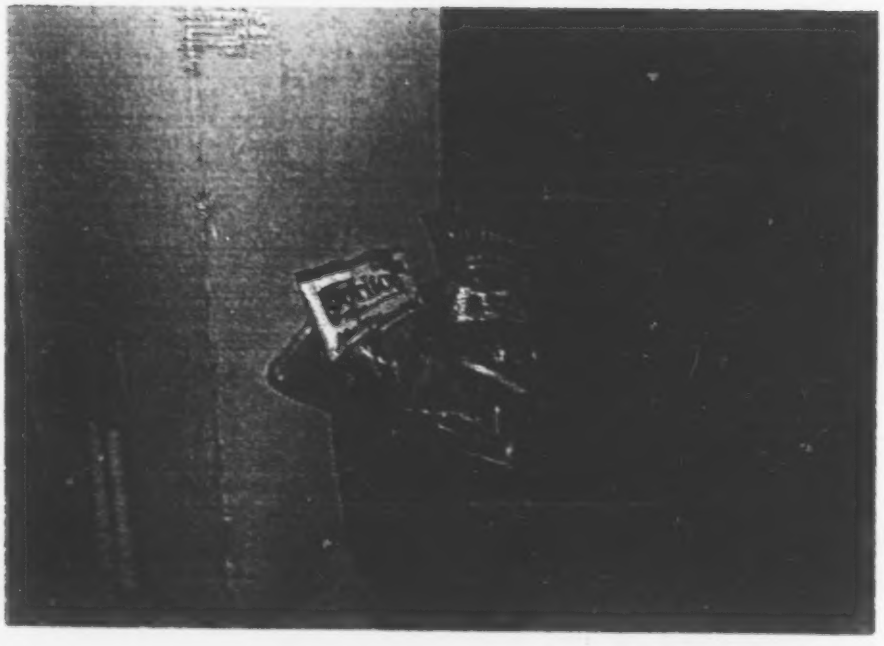


Good rules

No enforcement



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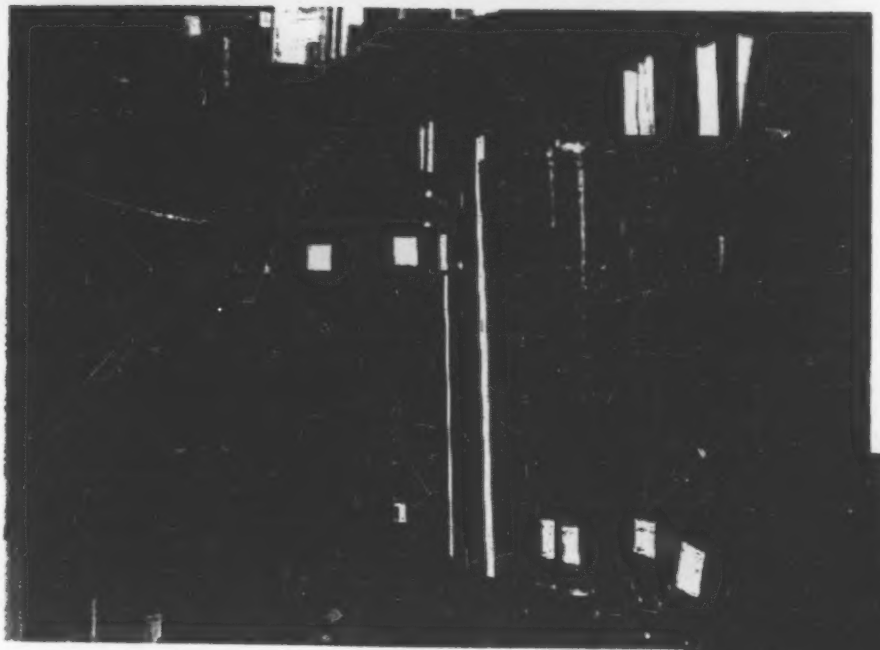

Oversize books in stacks

Approval plan books

Book truck in Cataloging

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Books in poor condition

Good divider shelves with spaces too large for paperback books

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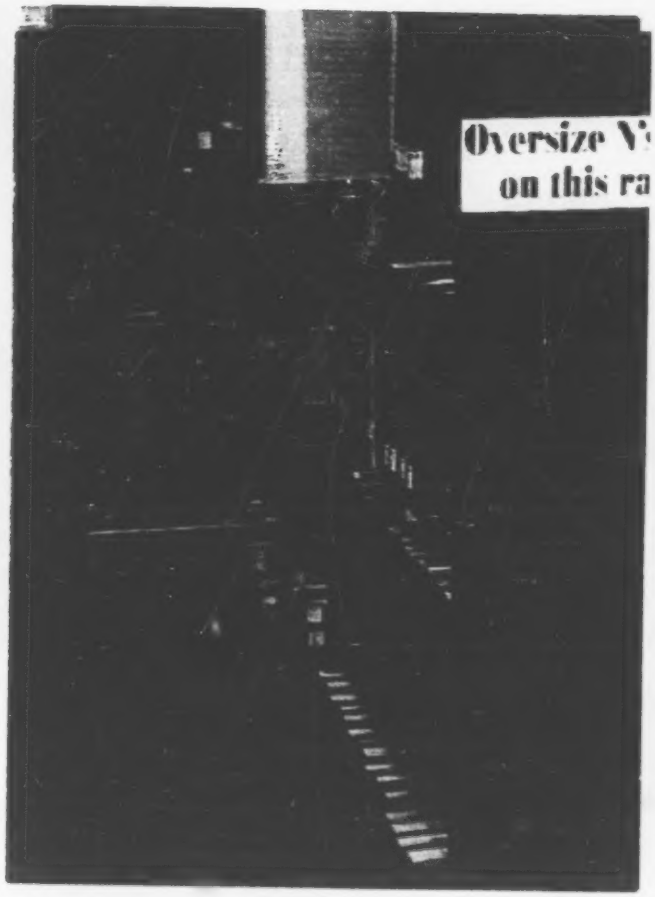
Incorrect bookends



Very large books should be shelved flat

Shelf would be fine if books were straight

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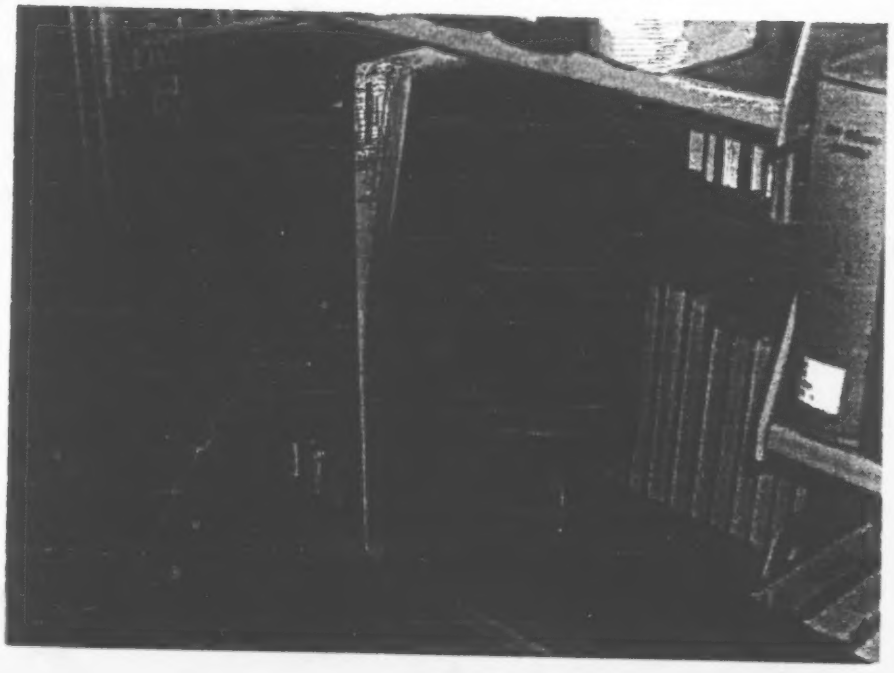
Books to be reshelved in basement

Oversize books need to be straight.

Book end is too small.



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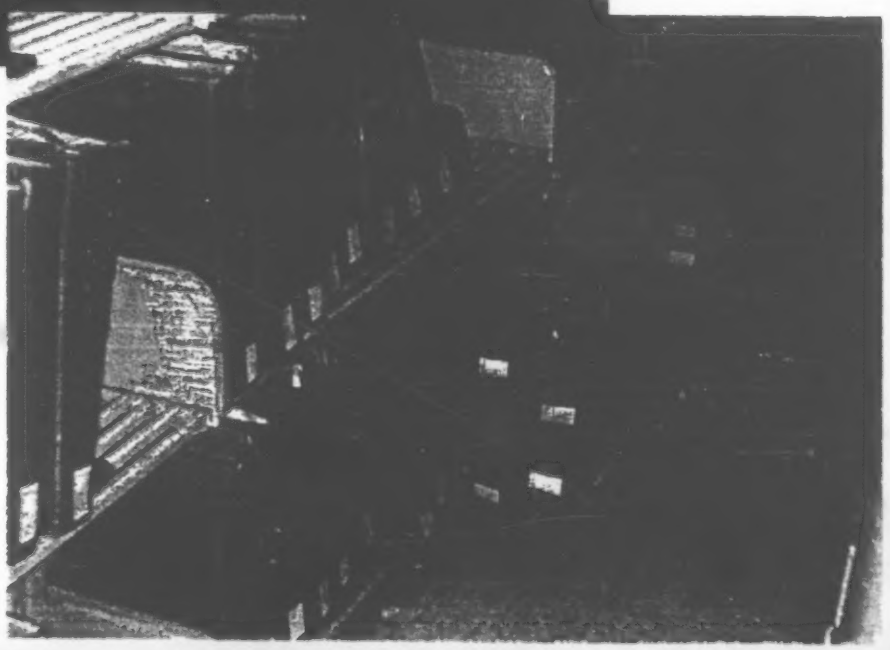
Books left on floor on 3rd floor East wing

Soft cover book with inadequate support



Books to be shelved

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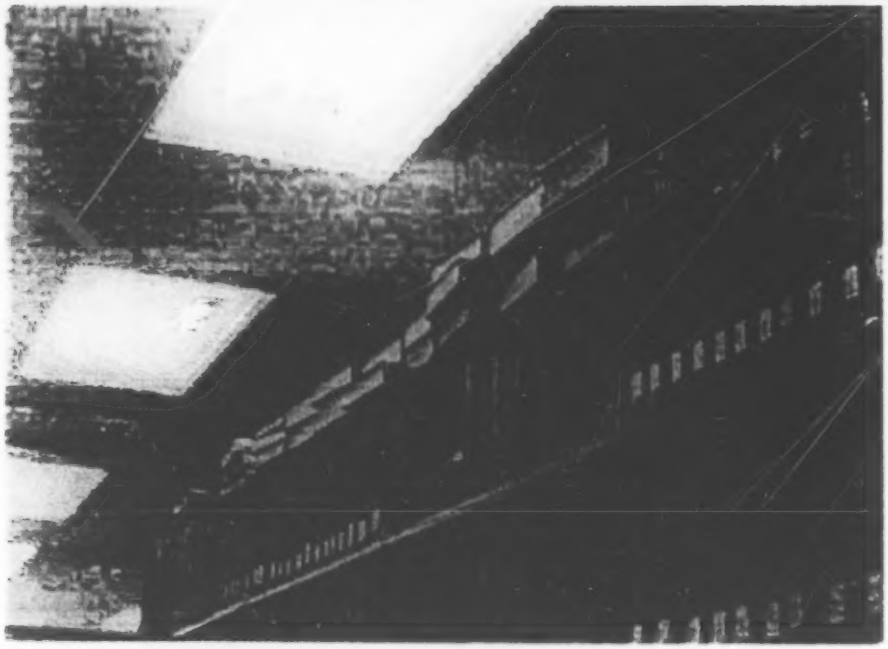

Overcrowding in stacks

Too-full periodicals return area

Stack area needs maintenance.

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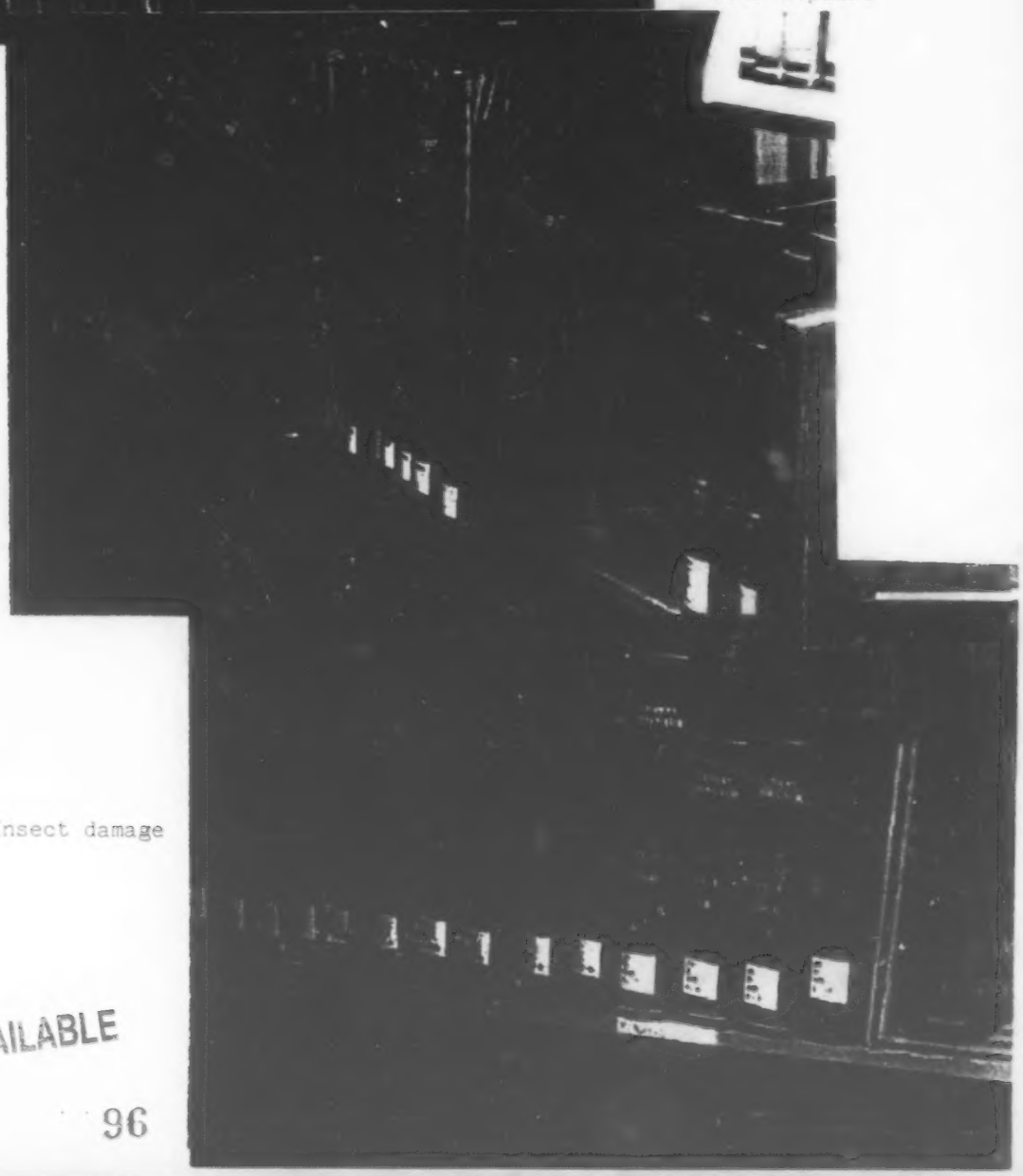
Brittle, torn pages in journals

Poor repairs



Insect damage

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Ceiling damaged from water

Ceiling tiles removed after water leaks

Space under basement door

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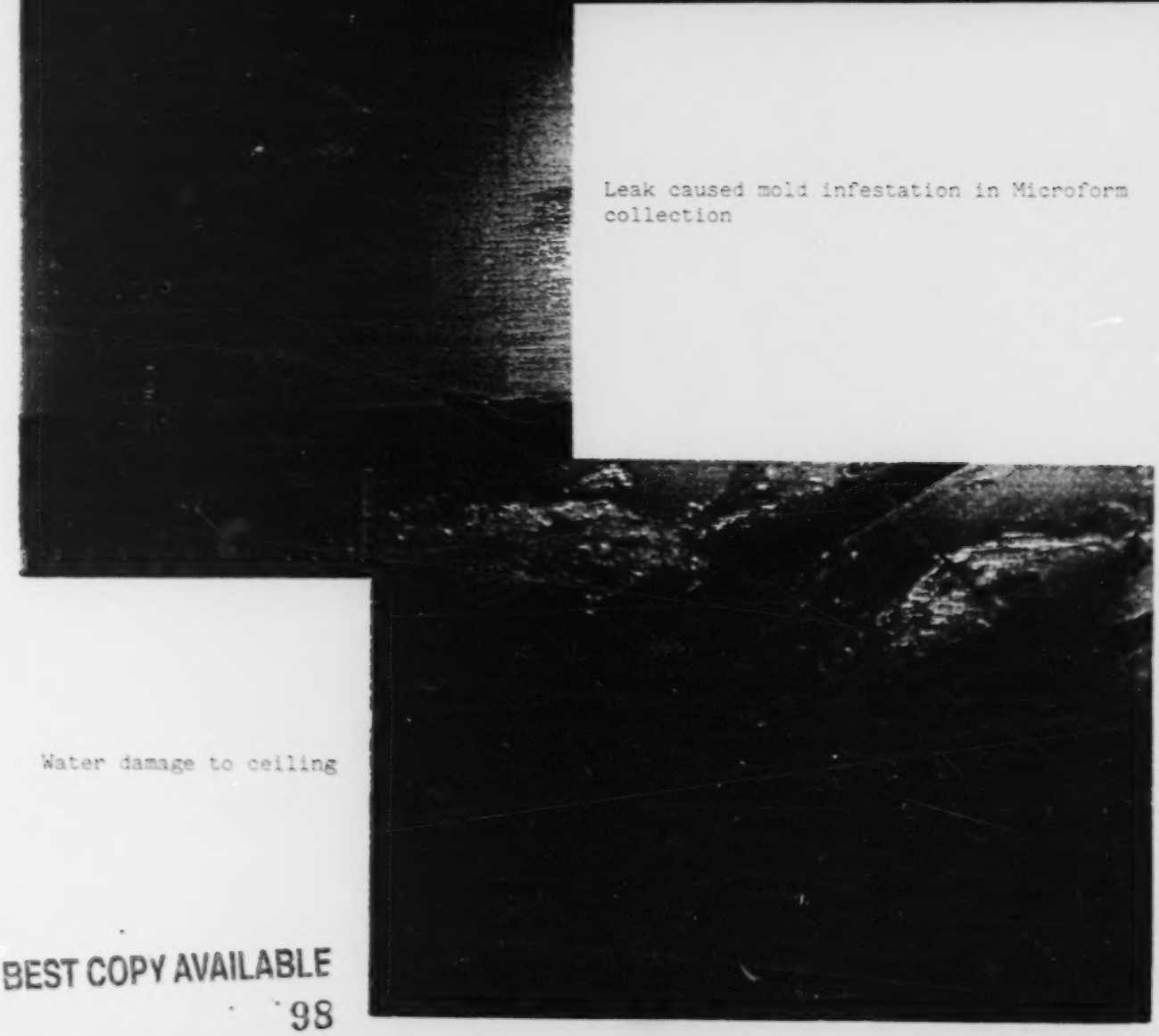
Ceiling fell after leak

Leak caused mold infestation in Microform collection



Water damage to ceiling

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Appendix E

EAST CAROLINA UNIVERSITY

Academic Library Services
Joyner Library

919-328-6514
919-328-4834 Fax

Office of the Director
328-6514

Academic Communication Support Services/MCNC
328-4866

Acquisitions/Collection Development
328-6606

Cataloging
328-6692

Circulation
328-6518

Computer Lab
328-6222

Government Documents
328-6533

Interlibrary Services
328-6068

Media and Teaching Resources
328-6076

Microforms
328-6680

Music Library
328-6250

North Carolina Collection
328-6601

Periodicals
328-6293

Preservation/Conservation
328-6673

Reference and Collection Development
328-6677

Special Collections
328-6671

Systems
328-4353

TO: Unit Heads

FROM: Gail Munde *GM*
Gordon Barbour *Gordon*

RE: Housekeeping in Joyner Library

DATE: February 24, 1997

Last week, we met with Ric Karabiac and Frank Pravik, who are the East Campus Managers of housekeeping services for Marriott. After addressing specific areas of concern, we learned some general information regarding what we may expect, and not expect, to be done in Joyner Library. Let us share this information with you:

Housekeepers are not required to dust stacks shelving, which for our purposes, is any metal book shelving in public areas, closed stack areas or behind service desks. The reason for this is obvious; housekeeping could not possibly dust all the book stacks in Joyner and hope to accomplish any other tasks.

Housekeepers should, however, dust built-in or furniture bookshelving. If the shelving is empty, e.g., Reserve Reading Room built-ins between semesters, housekeepers will dust. If the shelving has books or objects, e.g., cherry bookcases in faculty offices, housekeepers can only "dust around" the books and objects. The same goes for desk tops and work surfaces. Housekeepers are not allowed to move objects on staff surfaces in order to clean them. This prevents all sorts of disputes over issues of moved, missing, or broken objects. If you believe an area in your personal workspace needs to be dusted, we recommend you clear the surface so that housekeeping may dust instead of "dust around."

Housekeepers are not permitted to dust or vacuum electronic equipment. This is probably Joyner's most significant problem and a huge cleaning challenge. If you have any ideas for ways that we can take care of this chore using existing Joyner personnel, please share them with us or with Pam Burton. In MTRC, we used to have a "cleaning day" in August and again in December when we would wear casual clothes and do a general clean-up of computers, cables and table surfaces underneath equipment. This worked well, but really wasn't often enough to keep the equipment free of static dust build up.

Other surfaces to be dusted include ledges, sills and table tops. Dusting is to be done a minimum of once per month in every area of the library, and more often when visual inspection demands. The same standard applies to vacuuming. All carpeted areas are expected to be vacuumed a minimum of once per month, and when visual inspection demands (e.g., clumps of dirt or mud are visible). In some areas, such as entryways, vacuuming is required nightly.

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Greenville,
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Appendix F

ANNUAL REPORT
PRESERVATION AND CONSERVATION DEPARTMENT
1995/1996

The third year of the Preservation and Conservation Department was one of significant progress in the areas of organization, training, and new services. The new organization enabled staff to specialize in their assigned areas and to begin developing new programs for the two divisions. Staff participated in preservation activities at the state, regional, and international level. Many new services were offered to library departments as well as to university personnel and citizens in eastern North Carolina.

The major accomplishments of the department during the year include the following:

- receiving a $10,000 grant for a preservation workshop series
- developing a preservation education display for the lobby
- making a training video and demonstrating it at an international meeting
- installing an online binding system

In response to an initiative of the strategic planning process, a Preservation/Conservation Needs Committee was appointed in 1995 with the Head of Preservation and Conservation as chair. A background report was prepared to describe the preservation program in place at Joyner Library and five task forces were appointed to study specified preservation topics and make recommendations. Those task forces will report in the fall of 1996 and a preservation plan will be prepared in the spring of 1997. That plan should chart the direction of the Preservation and Conservation Department as it undertakes the monumental task of preserving the collections of Joyner Library.

In the fall of 1995 the Department was reorganized into two divisions, a Conservation Division with responsibilities for book repairs and a Binding Division with responsibilities for in-house and professional binding. The new organization has enabled each supervisor to plan, direct, and coordinate the activities of their respective divisions to provide the best preservation treatment for each volume sent to the department. Additional graduate and student assistants made it possible for the supervisors to revise the work flow and expedite the processing of all materials routed to the department for treatment.

The rapidly expanding work of the department made it necessary for the work space to be rearranged numerous times during the year just to accommodate the number of staff members working in the area. Even with very close work quarters an increased number of treatments were completed and new services were added for patrons inside and outside of the library. Three additional book presses were acquired and a large rolling storage cabinet was constructed to house oversize paper and pamphlet binders. The binding process moved to the automated LARS system during the year.

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New treatments learned or developed locally mean new services for library departments and other patrons. Sewing is one of the major new services offered during the year. Staff developed the following methods: reattaching single front or back signatures to books with sewn text blocks, sewing several signatures into a spine wrap pamphlet binder and sewing split text blocks. Loose-leaf materials are now bound with post binders and spiral bindings are reinforced or repaired when needed. Color copies are now being made on campus for some replacement pages and off-white paper is being used to copy replacement pages for some older books. Some leather spines are being repaired with Japanese paper and a staff member is gathering equipment and tools to begin repairs with leather.

Training is an important part of the work in Preservation and Conservation. Videos have been acquired and used in departmental staff development sessions to offer specialized training in areas such as book repair, paper cleaning, phase box construction, and history of bindings. The department hosted librarians from Joyner and other libraries in North Carolina at the national teleconference, "Mass Deacidification for Paper-Based Collections." It also hosted two SOLINET preservation workshops, "Attack of the Giant Mold Spore" and "To Fume or Not to Fume" which was attended by librarians from North Carolina and other states. One staff member attended a book repair workshop at Johns Hopkins University during the year and all staff members received First Aid and CPR training. Department staff also conducted training for Microforms staff on the proper procedures for cleaning mold from microforms. A new method of training initiated during the year was the production of a video in the department on phase box making. A new student employee was assigned to construct boxes and watched the video for training.

Goals of the department for the coming year include the following:

- develop the foundation for a regional preservation center
- acquire equipment and expertise to meet the growing preservation needs of the library
- identify sources for additional funding for preservation
- enhance the preservation education program for the library

Challenges facing the department in the coming year include the following:

- learning to use the new freezer/dryer/exterminator effectively
- developing adequate training for all staff
- planning a successful grant-funded preservation workshop series
- determining the direction the unit will take in the new preservation/conservation lab

PRESERVATION AND CONSERVATION STATISTICS 1995/96

CONSERVATION	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Color plates, adhesive			16	26	4		29	83	12			8	178
Tip-ins	242	121	222	305	238	149	196	82	116	89	149	142	2051
Free guard			1										1
Krylon		5	1					2			2	1	11
Cleaning, general	6		1	1	6	30	2	9	29	6		2	92
Cleaning, mold													0
Japanese paper mends	4	7	7	4		4	4	5	10	1	41	15	102
Pages, PVA			23	39	25	6	20	36	32	27	19	8	235
Pages, tape	45	81	29	21	50	6	9	8	50	1	11	6	317
Tighten hinges	82	65	88	103	72	31	24	54	36	28	33	12	628
Head&tail reinforcement	12	29	22	4	3	13	18	32		18	16	24	191
Corners	6	7	1		1	22	7	15	12	7	128	71	277
Split textblock		1		2			3				1	1	8
Sew text block				2		1		4			10		17
End sheets	11	39	4	7	23	17	16	21	29	23	104	61	355
Spine	92	35	24	32	29	22	33	108	72	31	57	83	618
Spine lining	10	1	2	5	8	2	10	30	26	13	44	18	169
Recase(original cover)	58	17	5	4	14	15	8	17	28	14	36	28	244
Heat Set Tissue Mend					2		5		2				9
Pockets, Glue only								55		2			57
Wax							1		2				3
Glue textblock								2					2
Repair signatures									1				1
Rare books									2				2

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PHOTOCOPIES	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
B/W copies, Books	477	261	494	586	493	237	567	69	358	196	221	381	4340
B/W copies, Journal	0	0	0	38	3	77	4	4	0	2	18	0	146
Color copies, Books	20	9	50	16	0	33	42	63	4	0	3	4	244
Color copies, Journals													0
Books from Circulation	633	444	696	988	636	342	217	257	216	308	153	86	4976

BINDING													
PROFESSIONAL	1	2	1	2	1	1	3	1	1	2	1	2	18
Monographs	541	647	328	892	475	442	520	229	248	253	124	454	5153
Theses, Department	13	36	1	17	5	14	12	2	1	11	31	8	151
Theses, Personal	44	134	5	45	21	42	46	11	2	54	109	25	538
Theses, Library	33	73	1	38	5	14	12	48	2	27	162	17	432
	631	890	335	992	506	512	590	290	253	347	427	506	6292

IN-HOUSE													
Phase box	27	26	1	21	1	1		24	32	1	12	14	160
Four-flap enclosure	2	2	1	2	0		6	14	7			8	42
Pamphlets, staple	7		5	7	8	2	3	1	11		1	2	47
Pamphlets, side staple	12	1	7	8	12	6		8	3	3			60
Pamphlets, sew	30	37	26	13	35	8	16	68	44	33	184	50	544
Pockets, add				6	1						87	2	96
Pockets, glue only	13		10	10	9	2	31	228	19		53		375
Lacebacks			3	2	0		121		17	23	61	6	233
Post Bind			1	3					4			2	10
Spiral			2		3							4	9

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PRESERVATION AND CONSERVATION STATISTICS

	1993/94	1994/95	1995/96	
CONSERVATION				
Color plates, adhesive	2	59	178	
Tip-ins	140	808	2051	
Krylon	27	1	11	
Cleaning, general	10	13	92	
Cleaning, mold	0	0	0	
Repair pp., Jap. mend	55	3	102	
Repair pp. PVA			235	
Repair pp., tape	12	472	317	
Tighten hinges	132	375	628	
Head & tail reinforcement		151	191	
Repair corners	3	8	277	
Repair split text block	8	9	8	
Sew text block			17	
Replace end sheets	6	72	355	
Replace spine	232	574	618	
Replace spine lining		12	169	
Replace spine & spine lining	27	37		
Recase	2	0	244	
Heat set tissue mend			9	
Glue text block			2	
Repair signatures			1	
Rare books			2	
BINDING, PROFESSIONAL				
shipments		15	18	
Monographs	1055	7023	5153	
Theses, Department	56	307	151	
Theses, Personal	284	386	538	
Theses, Library	135	238	432	

BINDING, IN-HOUSE				
Phase box	333	519	160	
Four-flap enclosure	19	46	42	
Pamphlets, staple	413	124	47	
Pamphlets, side staple		143	60	
Pamphlets, sew	557	953	544	
Pockets, add	263	11	96	
Pockets, glue only	85	453	375	
Lacebacks	241	483	233	
Post Binding			10	
Spiral binding		3	9	
REPLACEMENT COPIES				
Book		3336	4340	
Journal		266	146	
Color		106	244	
BOOKS FROM CIRCULATION		7027	4976	

Appendix G

Preservation/Conservation Needs Committee
Minutes of meeting 1/18/96

All present.

Elizabeth met with Dr. Marks recently. He said that book returns were a necessary evil, and that Elizabeth and Anna should meet to try to resolve the problem. She and Anna met and did find a book return from Highsmith that has a canvas bag inside and will lock when it is full. Anna will order two for the new building. They will see about building enclosures around the ones on campus for placing them inside the bus stops that are enclosed.

Elizabeth has not ordered the Data Logger(s) yet; she wants to attend the N.C. Preservation Consortium meeting on Jan. 30 to learn the latest.

Elizabeth ordered three more copies of the Background Paper for the library consultant and the preservation consultant who are coming next month.

Elizabeth mentioned that SOLINET has a grants program for preservation microfilming . She and some others in the library will identify materials to microfilm, perhaps from the Hoover Collection. The grant proposal is due by Feb. 23 in order to be included in SOLINET's grant proposal to National Endowment for the Humanities.

We discussed the organization of work for our task forces. We should copy the chapter from the Preservation Planning Program that pertains to our task force and give it to task force members when we send the announcement of the first meeting and the schedule. We should try to meet with our task forces by February 1, the date of our next committee meeting. Elizabeth has one copy of the Preservation Program Model that task force members may read. Each department has a copy of the background paper; task force members should read it.

Next meeting: Feb. 1, at 2 p.m. Other meetings of the committee: Feb. 29, April 4, May 2, and June 6.

Michael Cotter
1/18/96

Preservation/Conservation Needs Committee
Minutes, February 1, 1996

All present.

Elizabeth announced that the Critical reprints series does not exist; it is the title of a section of the ARL preservation reports series.

Schedule for task force meetings:

A. Wednesdays at 9 a.m. (first meeting; might continue at that time)
B. Mondays, 10 a.m., every other week
C. Tuesdays, 8 a.m., every week
D. Mondays, 2 p.m., every other week
E. Fridays, 10 a.m., every other week

Cathy has organized the articles on the preservation bibliography and placed them in a filing cabinet in Elizabeth's office. All of the reading materials in the office are available for task force members to sign out and read.

Elizabeth reported that she has noticed that UC-San Diego uses the Data Logger for regular monitoring, not just for special purposes. She has asked them how many we would need for our purposes, could we move them around, and similar questions, and is awaiting a reply.

Lawrence reported on his task force meeting. They decided that it would be better to use manual equipment for surveying the collection than to purchase the Data Logger for this type of study. They want to conduct a survey for a week each, in each season of the year, with the first sample toward the end of February or the first week in March. They would conduct a reading at 10 a.m. and 3 p.m. each day. The task force needs a high-quality thermometer and a calibratable-dial hygrometer: one in each public (stack) area to be sampled. They also need a battery-operated psychrometer to verify the thermometer and hygrometer readings. Elizabeth said that they might be able to use the thermometer in her office. They would sample 15-20 sites throughout the library. They would order three for Joyner Library and one for the Music Library. The task force recommends air monitoring, especially in the new building. They will work with Cathy's task force to see how monitoring is affecting the physical condition of the collections.

Cathy reported on her task force meeting. They have not yet decided how large a sample to conduct in the pilot study. Pam Burton thinks that she can generate a sample size by writing a program based on the Horizon database. We discussed the possible need to re-sample after we move the collections back from storage, or whether they would turn up in the sample. We thought that the task force should sample one small collection first and work out the procedures before sampling the whole collection. Given the time frame of the task force and the problems of completing work on the new building, the task force won't be able to conduct the survey in the new building. They recommend that the proposed Building Manager could do that as part of regular duties; it could also be a responsibility of Preservation/Conservation Dept. Cathy asked her task force members to look for articles on new formats, such as CD-ROM and videos.

Gordon reported on his task force. It was introductory and general, discussing disaster preparedness at Joyner Library in the past, and that the new building would not be part of the study because of the delays in construction. He has a copy of the Disaster Preparedness plan from HSL, which is more specific than ours; it acknowledges the heavy reliance on the University of Oklahoma's plan. The main concern of the task force is to be more specific in its plan recommendations. There will be some overlap between disaster preparedness and salvage and recovery. Elizabeth said that the salvage part of it would be the responsibility of the P/C Dept.

Elizabeth reported on her task force. She emphasized that it should cover all of Joyner Library, not just the P/C Dept., as Special Collections also has preservation activities. The task force is going to visit Lynette's work areas to see what she does with preservation/conservation. It is concerned about keeping the collections cleaned; hiring students doesn't work out; perhaps we could contract with ECVC to do the work. The task force is also interested in preservation microfilming (should it be done in -house or contracted out?); interlibrary loan and controlled circulation of some titles; our priorities for insurance coverage; and grants for preservation. Elizabeth has applied for a grant to hire staff and purchase supplies to conduct a preservation awareness program for the public.

Michael reported on his task force meeting. He mentioned the background of the task force and its place in the strategic planning process. They task force will spend the next two weeks doing background reading, then meet to discuss ideas for proceeding with the study. Elizabeth mentioned that SOLINET has videos available to rent for $15.00.

Elizabeth announced that she has not heard about the preservation conservation consultant's visit--neither date nor agenda. She thinks that at least we can show that we're going forward with our p/c activities.

Next meeting, Thursday, February 29, 2 p.m.

Michael Cotter
2/1/96

Preservation/Conservation Committee
Minutes, February 29, 1996

Gordon was absent.

We reviewed the draft of Elizabeth's memo about cleaning the buildings (Joyner, Music, and the addition). Elizabeth will send the final copy to Dr. Marks to use as a basis for setting up a meeting with Facilities Services.

Elizabeth has seen a recommendation that one person should be assigned for each 28,000 sq. ft. to be cleaned. We do not know how this translates into present assignments or plans for the new building.

The preservation consultant, Carolyn Morrow, won't come here until after the ULAC meeting on March 15.

Task Force Reports: Elizabeth asked to have copies of all minutes.

Lawrence: They have met three times and have decided on the area to sample. Committee members mentioned concerns about sick building syndrome in the new building. They will sample twice a day during the weeks of March 11-15, May 6-10, and July 22-26. Two of these times will be at 8 p.m.

Cathy: They have had two meetings. they discussed sampling methods, the new release of CALIPR (which they will not wait for), and new media formats. They will concentrate on sampling books and journals first, and later will establish a priority list for other formats.

Elizabeth: They have met four times. They found that our library is already performing the activities that are suggested in the Program Preservation manuals. They are going to work on preservation activities of the collections, cleaning, staffing, binding, and fund raising. Elizabeth plans to try to develop a regional center for preservation/conservation activities, which would need to be funded from grants and cost recovery.

Gordon (in absentia): They have met once, but plan to meet again during spring break. They looked at the HSL disaster plan, which in some cases is more specific than ours. They will also be concerned about the evacuation plan for the new building and make recommendations to the Disaster Preparedness Committee. They reviewed past disasters.

Michael: They have met twice. They are revising the survey in the PPP Manual.

Elizabeth said that her department would like to put up a display in the flat display cases to show the types of preservation they can and can't do here, some tools that they use in the department, and appropriate and inappropriate supplies and repairs. She would like to do this before we move. ACSS has finished preparing the video of box-making; we could show that in the lobby with the display. She also said that she has offered the Preservation/Conservation Department work areas as a space for hosting SOLINET workshops on preservation next year.

Meeting adjourned.

Michael Cotter

Preservation/Conservation Needs Committee
Meeting, April 4, 1996

All present.

Elizabeth reported that Cathy has been taken off the committee, as Dr. Marks has assigned her to another committee. Elizabeth will move into Cathy's position as chair of the Physical Conditions Task Force, as she thinks that the work of the Organization Task Force is coming to a close.

Elizabeth made the following announcements:

> The Preservation/Conservation Department has received a $10,000 grant to conduct a workshop on preservation.
> The library's proposal to SOLINET as included on SOLINET's grant proposal to the National Endowment for the Humanities. If funded, it would take effect next year and would result in sending some of our materials to SOLINET or another library for preservation.
> The preservation consultant who is studying UNC-System libraries will arrive Tuesday.
> Elizabeth will attend a meeting of UNC-System preservation librarians at General Administration on Wednesday.

Elizabeth reported that her task force on organization is almost finished. They have identified what the library is doing, based on the readings, and have found that we are already doing many of the recommended activities. She thinks that the report may be a couple of pages.

Lawrence reported on the Environmental Task Force. They conducted humidity and temperature measurements in 22 locations two weeks ago. They found little variation in temperature in Joyner, about 70-75 , but more fluctuation in the Music Library, from 58-77 . He did not have the figures on humidity with him, but thought that it was about 30% in Joyner. The next readings will be in Mid-May, then in July. Task Force members also completed the environmental survey. Elizabeth said that she has requested seven Data Loggers for the new building.

Gordon's task force met last Monday. They need to work on setting priorities for salvage. For their next meeting, they will review past disasters and how they were handled and think about training during the year.

Michael reported that the task force on Staff and User Education has distributed a survey and received about 30 responses. Maury's student has just finished typing the responses and arranging them according to each question. The next meeting of the task force will be April 25, but may have to be rescheduled. They hope to finish their report by the end of June.

We discussed that, with the moving and disruption, people will find it difficult to have free time to work on the task force reports toward the end of the summer.

Next meeting, June 6, 2 p.m.

Michael Cotter
April 4, 1996

Preservation/Conservation Needs Committee
Report of meeting, 6/6/96

All present.

Lawrence reported that his task force still has some readings to take. The task force will included in its recommendations that samples be taken regularly in the new building.

Elizabeth reported that she has asked Pam Burton to produce another list of books to sample. The first one had call numbers and bar code numbers, but it was difficult to locate the books, so she has asked for another sample, this time with the first 24 letters of the title to aid in identifying the books. Pam had run a sample list for the SOLINET preservation grant, but it was of books in the North Carolina Collection.

Elizabeth also reported that the Data Loggers are here. She is waiting for the new version of CALIPR, but if it does not come soon, we will use the current version.

The task force on organization has prepared its draft report, but the group needs to rank the recommendations. Do we want to have another tour of the building , this time to go over the Checklist for Identifying Storage Areas from the draft report? We discussed whether the committee or the task force itself should do it.

Gordon reported that his task force has some information ready, and he just has to put it together. He and Elizabeth discussed maps of emergency exits and escape routes. It seems that no one person in the university is in charge of them. We will need to have a disaster supply closet in the new building. We discussed whether the task force should study the situation of the remote sites. The task force will recommend that a salvage manual be added to the Disaster Manual.

Michael presented his task force report. Elizabeth gave him some instructions to student assistants that her department uses. Gordon and Lawrence thought that Circulation and Music respectively had prepared some information for their student assistants. We will follow up on it. Elizabeth thought that there might also be some information on care of library materials in the student employee handbook.. [Michael checked later and found that it does not cover this topic.]

Next meeting, September 5, 2 p.m.

Michael Cotter

From: Michael Cotter
To: GORBAR, MICCOT, LAWGOE, ELISMI
Date: 9/13/96 1:58pm
Subject: Minutes, 9/12/96

All present.

Task Force A: Lawrence has gathered the data, but has not written the narrative report, primarily because of lack of time. He will need help with compling the charts. He thinks that they will not report all readings from the 36 locations, but from representative areas in Joyner and Music. The task force will be meeting to decide. They will still have the complete data on file. They did not survey remote storage at Riverbluff.

Task Force B: Elizabeth had been waiting for the new version of CALIPR, which she has just received.They surveyed a sample of 100 of the first 10,000 records in the database and may conduct a larger survey of about 400 titles later this year.

Task Force C: ELizabeth said that they have identified specific needs, but have to decide their priority . The task force report will include the draft of the Preservation /Conservation policy she has been working on as well as a page of costs for performing various kinds of preservation/ conservation work in the department. One recommendation will be to conduct a survey of storage areas, including remote storage at Riverbluff.

Task Force D: Gordon has the information, but he just needs to put it all together. His task force will also recommend a survey of conditions in remote storage.

Task Force E: Michael's task force finished the report, although it could still use the training information from Circulation; Reference does not seem to have any.

After we finish all of the task force reports,which we should do by the end of October, we will compile the information. According to the strategic plan for the library, we should present our final report in the spring of 1997.

We discussed food and drink in the library.

Next meeting, October 3, 3 p.m., in Elizabeth's office.

Michael Cotter

Preservation /Conservation Needs Committee
Report of meeting, Oct. 10, 1996

All were present.
Task Force reports:

A. Lawrence has dividedthe responsibilities for the report among task force members. He hopes to have the report ready by Christmas Break. Elizabeth is still trying to find a way to lock the Data Loggers into place and where to put them. She said that Dr. Marks would like them installed as soon as possible and to monitor them weekly. We discussed when to take the readings and decided on 6 a.m., 12 noon, 6 p.m., and 12 midnight.

B. Elizabeth said that they are still trying to work out the bugs on the new release of CALIPR, and then the task force will get together.

C. Elizabeth reported that the report on organization of preservation/conservation efforts is still where it was. It needs to be prioritized with input from task force members.

D. Gordon reported that he has the report in handwritten form and just needs to type it up.

E. Michael's task force report is completed.

We agreed that we should try to compete all task force reports before Christmas Break.

Michael Cotter
November 7, 1996

Preservation/Conservation Needs Committee
Minutes, Nov. 7, 1996

All were present.

Reports from task forces:

A. Lawrence said that they are still working on the report. Pam has completed most of the data compilation section; Pat Guyette and Ralph have put the prose section in outline form; Lawrence is working on the introduction; and Janice is preparing the description of the old building. The next meeting is Dec. 4. Elizabeth said that we should try to finish all task force reports by Dec. 12, our next meeting.

B. Elizabeth showed us the printout of the analysis of the 100 books in the pilot sample that were tested for access, condition, value, and housing. She said that the sample was not good, for most of the books were new. The sample found that 35% of the books (projected for 350,000 items for the whole collection) showed a need for user education; 15% (150,000 items) needed rebinding; and 3% (30,000 items) needed inventory control. She would probably recommend that a better sample be selected for a thorough study and that all subject librarians should participate in the decision to replace or reformat, instead of having Preservation/Conservation make the decision.

C. Elizabeth said that the report on organization is done; she just needs to prioritize it. The rest of her task force is agreeable to have her do that.

D. Gordon's report is written and will be typed up by a graduate student.

E. Michael's task force report is done.

Eliizabeth showed us the results of some books that were restored by freeze-drying. We discussed the assessment of fees for the work. She also showed us printouts of temperature and humidity readings in her department in late October and early November. The temperatures shoed a variation of 4 degrees over a 24-hour period; the humidity varied by 7 %. We discussed this problem, but Gordon said that not even the HVAC people know the reason. We discussed where to place the Data Loggers: 2 on each floor, in work areas, and on the undersides of book shelves. Elizabeth would read them every two weeks to see what kind of trend they show.

Next meeting, Thursday, Dec. 12, at 2 p.m.

Michael Cotter
November 8, 1996

Minutes of the Preservation/Conservation Committee, Dec. 12, 1996

All were present.

Lawrence presented the report of Task Force A: Environmental Control
The task force surveyed temperature and humidity in 30 locations (24 in Joyner Library and 6 in the Music Library) during three weeks representative of three seasons of the year, for a week each during March, May, and July.
The task force also conducted environmental surveys for each location.
The report included detailed readings with correlations between inside and outside temperature and humidity readings. The report noted the dangers of water leaks, insect problems, temperature and humidity fluctuations, and poor housekeeping, and patrons' eating and drinking in the library. The report recommended that library staff remain vigilant to these problems and maintain as much accurate documentation as possible. It noted that having established a
Preservation/Conservation Department and created a position of building manager should help meet some of these problems. The report concluded by recommending that the library purchase more Data loggers to improve documentation for more areas of the library and that the library address the issue of control over light switches, particularly in stack areas.

Elizabeth presented the report for Task Force B: Condition of the Collection.
They sampled 100 volumes using the CALIPR program and found that staff and user education was required for 35% of the collection (about 350,000 items), rebinding or repair needed for 15% (150,000 items), and inventory control for 3% (30,000 items). The report recommended that a subsequent study with a larger sample of 400 volumes be conducted; that subject librarians be consulted as a resource during this study and that they be invited to participate in a teleconference on the use of CALIPR on January 30 on collection surveys. Elizabeth typed the Condition of Collections reports that were handwritten for the most part. The report also includes criteria for judging the condition of a book and of paper as to good/fair/poor and a report of the condition of the 100 books in the survey. The task force (or the P/C Committee) will need to determine the best time of year to conduct the next sample.

Elizabeth then presented the report of Task Force C: Organization of Preservation Efforts. It discussed the preservation/conservation situation at Joyner Library, included a draft Preservation/Conservation policy, and included a list of recommendations for further action in priority order.

Gordon presented the report of Task Force D: Disaster Preparedness. It covered the types of disasters and other events that would affect library materials, such as leakage, air conditioning problems, leaking pipes, weather-related problems, mold, and pests. River Bluff Storage is a particular serious problem for temperature, humidity, and safety in high winds. The Task Force recommended that collections be prioritized in case of fire, floods, or other damage; a disaster supply closet be located in the new building (the only one is on 3rd West, near Systems); better monitoring of the remote storage sites, especially in summer; the P/C
Department conduct a workshop on recovery techniques for staff; keep updating the Disaster Manual (which has been done this year); and better reporting of disaster-related incidents. Regarding the last point, the task force drafted a revised form.

Michael's task force E: Staff and User Education had presented its report in the spring.

The next step will be to prepare a committee report based on the task force reports. We should all read

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each other's reports and discuss it in a committee meeting. Next meeting, January 23, then February 13. We should read Chapter 11, Phase 3 in the orange book to prepare for the general discussion. We should send our reports to Elizabeth before the next meeting. We also discussed preparing this as an ERIC document.

Meeting adjourned.

Michael Cotter, Secretary

Minutes of the Preservation /Conservation Committee, Jan 23, 1997

All were present.

Elizabeth noted that, according to the Preservation Program Planning manual, the next phase of our project begins with a joint meeting of all task forces and our committee, in order to review the reports as a whole and exchange ideas for further action. She wondered whether such a meeting would be needed, since most of the task force members probably think that they have completed their obligations with the completion of their reports. All committee members agreed. We will not, therefore, have a joint meeting.

Elizabeth mentioned that the final reports from Kentucky, Ohio State University, and the University of Southern California seemed to be good examples of guides for what we should do next as a group.

We discussed the findings of Lawrence s task force, which found consistent readings of temperature and humidity. Lawrence said that there is more variation of temperature in the Music Library now. Gordon and Elizabeth said that in the new building, if the staff areas are adjusted for consistent readings, the stacks will vary in temperature and humidity, and vice versa.

For the preparation of the final report, Elizabeth will begin by combining the recommendations from the task forces to see where there are recommendations that can be grouped together. She distributed a copy of Guidelines for Minimum Preservation Efforts in ARL Libraries. We reviewed our standing in these guidelines:
No. 1, Local program statement, -- we have met this in part, with our task force reports;
no. 2, Statistics, --we already keep some statistics of preservation activity;
no. 3, National participation, --we participate in the SOLINET preservation grant program and report our holdings to OCLC;
no. 4, Environmental conditions, -- this is a place to make a statement about the ranges in temperature and humidity readings that we ve documented;
no. 5, Current budgetary effort, -- we don t have a separate budget item for preservation, but we have figures for staff and student wages, binding periodicals and monographs (in separate budgets), replacement of periodicals by microfilm copies, supplies, and equipment. We should also include the expenditures by Special Collections.

Each of us should send Elizabeth a copy of our report and certain portions of the appendices to include in the final report:
Task Force A, appendix A;
Task Force B, results of the random sample;
Task Force C, checklists for identifying storage areas and processing units, Preservation Costs at Joyner Library, and a recommendation that a final policy on preservation and conservation should be written as a first priority;
Task Force D, Library Material and Equipment Damage Report, and
Task Force E, questions asked in survey.

Our final report should have the following sections, or something similar: executive summary; introduction; key areas of concern; recommendations; implementation schedule; and appendices.

Next meeting, February 13.

Michael Cotter

From: Michael Cotter
To: preserv
Date: 2/25/97 2:27pm
Subject: Minutes, Feb. 13, 1997

Gordon was absent.

Michael suggested that we include the recommendations from Task Force A: monitor temperature and humidity in the new building on a regular basis, and monitor enviromental conditions in the new building with regard to housekeeping, such as patrons and staff eating and drinking, lights on in stack areas, and related concerns. He also suggested that our recommendations include an examination and treatment, if necessary, of all materials returned from storage when renovation is completed. He thought that materials at River Bluff storage might be susceptible to dampness.

Elizabeth suggested that we group the priorities into five categories: coordination, priorities, prevention, education, and cooperation. All agreed to this; Elizabeth will draft a revised list based on these categories and our comments.

Elizabeth reported that Gail and Gordon have met with Housekeeping regarding our concerns for cleaning the new building. Lawrence said that the Music Library staff are concerned about the housekeeping there, also. We discussed the importance of people washing their hands after handling library materials; we have noticed hand prints and other evidence of dirt in staff areas of the new building.

We discussed the format of the final report, divided into an outline, executive summary, the report, and appendices.

We discussed whether we should prioritize and assign cost extimates to the recomendations. After looking at the recommendations, we decided that we could assign priorities, estimates, and time frames for completing them.

Elizabeth said that we need to order more Data Loggers, and will probably do this after phase 2.

Next meeting, March 20. Please re-read Elizabeth's recommendations and send her your comments. We will try to finish our report when the Spring Semester is over.

Michael Cotter
February 25, 1997

Preservation/Conservation Needs Committee
Report of meeting, March 21, 1997

All were present.

Elizabeth presented the draft of the executive summary, recommendations for preserving the collections of Joyner Library, and the implementation schedule of the final report. Elizabeth noted that the first hundred of the 400 books to be sampled were on the book truck outside her office. This will be a wider-ranging survey than she conducted for the committee s draft report. She wants to conduct an orientation session on sampling for the subject librarians, who would advise her on the significance of the sampled copies and their importance for our collection. She said that she would perform the rest of the work on the sampling, such as condition of each book.

We noted that we need to establish a disaster closet in the new building soon, as part of recommendation III, Prevention, category C.

We made the following changes in the Recommendations:

add item D., The staffing level should be evaluated periodically as new programs are added, to section I, Coordination, of the Recommendations.

add This should be updated every five years, to Priorities category A, about determining the monetary value of the collection.

add when needed, to the sentence in Prevention category A, ending with cleaning of the collections.

remove the last sentence, A staff lounge that is clean and attractive would encourage staff to use it instead of their work areas, in Education category C. That sentence was written when we were still in the old building and should not apply after the renovations are completed.

We reviewed the implementation schedule that Elizabeth had prepared, noting which items should be carried beyond the year of the initial goal and which items would not need to be continued.

Next meeting, April 17, at 2:00 p.m., in Elizabeth s office

Michael Cotter, Secretary

From: Michael Cotter
To: preserv
Date: 4/21/97 9:10am
Subject: Minutes, April 17, 1997

All were present.

We reviewed Elizabeth's latest progress on the final report and discussed where to place some chapters. We also selected some photographs that we took last fall of good and poor examples of handling library materials.

Elizabeth will send us the revised introductory statement to review.

We expect to have the report ready to give to Dr. Marks by the deadline as established by the Strategic Planning Committee.

Michael Cotter
Secretary

Appendix H

Preservation/Conservation Needs Committee

Preservation Self-Study
Background Paper

Joyner Library

East Carolina University

November 1995

The Committee:

Gordon Barbour (Circulation)
Michael Cotter (Documents)
Lawrence Goering (Music Library)
Cathy Smith (Cataloging/Acquisitions)
Elizabeth Smith, Chair (Preservation and Conservation)

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Introduction

The collections of Joyner Library are among the most important capital investments of East Carolina University, presently growing in value at the rate of over $2,000,000 annually. The university has been building this capital resource since its founding in 1907. Much of the library collection is an irreplaceable and vital resource, but under present conditions a sizable portion of the collection may not survive to support the University in its second century. The mission of the Preservation and Conservation Department is to approach this tremendous problem and to develop a program to protect our collections and the extensive capital investment they represent.

Some commitments to a preservation program have already been made with the organization of the Preservation and Conservation Department in 1993 and the appointment of a Preservation/Conservation Needs Committee in 1995. The Committee has begun a preservation planning program self-study that will result in the development of a strategic plan of preservation activities for the library.

The plan that results from the self-study should set preservation activities properly in the broad context of library operations, priorities and broad budgetary commitment. It should recommend specific courses of short and mid-term action that will enable us to carry out strategic purposes. Nothing related to preservation is off-limits to the Committee.

The library needs a plan of preservation action: what needs to be done; in what order; in what time frame; supported by what administrative arrangements; requiring what budget. The key issues that have been identified for investigation are: environmental control; physical condition of the collections; organization of operational preservation units; disaster preparedness; and staff and user education.

The Preservation/Conservation Needs Committee is responsible for the overall conduct of the self-study. Task forces will be appointed by the Director of Academic Library Services, with members of the Committee serving as chairs, to investigate each major issue and to make recommendations for action. The Committee will review the reports of the Task Forces and prepare a report and set of recommendations for action.

The Task Forces should begin work as soon as possible after their appointment and report to the Committee before the beginning of Fall Semester 1996. The final report of the Preservation/Conservation Needs Committee should be prepared by Spring 1997.

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East Carolina University Mission Statement

East Carolina University is a public institution committed to rich and distinctive undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and human and intellectual diversity. The university is one of the sixteen constituent institutions of The University of North Carolina. It offers degrees at the baccalaureate, master's, specialist, and doctoral levels. Programs of study include the arts and sciences and a wide range of professional fields, including the first professional program in medicine. The fundamental educational goal of the university is to provide students with a substantive general education and to enable students and other constituents to secure specialized and multi-disciplinary knowledge. The primary research mission is to advance knowledge, to encourage traditional and nontraditional creative activity, to solve significant human problems, and to provide the best possible basis for professional practice. The service mission is to provide leadership in the pursuit of educational, research, and cultural goals. The university values the contributions of each member of the academic community, encourages the full development of human potential, and is dedicated to scholarly integrity and responsible stewardship of the public trust.

FROM University of North Carolina General Administration's "Long-Range Planning 1992-97" document

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Academic Library Services Mission Statement

Academic Library Services is the heart of East Carolina University. Its carefully selected collections of books, journals, media, government documents, maps, and microforms are augmented by outstanding special collections and a program for the management of the university's records. Interlibrary services and state-of-the-art on-line systems facilitate access to global library and information services. Through teaching, reference assistance, distance education, and the production of video and other media resources, faculty and staff members serve diverse campus and regional clientele. J. Y. Joyner Library's greatly expanded building, the focus of a new entrance to the university, is symbolic of the commitment of Academic Library Services to enriching the intellectual pursuits of the University's staff, faculty, and students, and to meeting the information needs of the people of eastern North Carolina.

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ACADEMIC LIBRARY SERVICES FACT SHEET
1995

COLLECTION JULY 1995:

1,014,510 Bound Volumes, Books, and Journals
5,668 Journal title subscriptions
1,594,403 Microform pieces
16,489 Media titles
3,201 Linear feet of Manuscript materials
2,754 Linear feet of archival records
89,414 Map sheets

MATERIALS ADDED FISCAL YEAR 1994/1995:

22,257 Bound Volumes, Books, and Journals
377 Journal subscriptions added
34,225 Microform pieces
609 Media titles
140 Linear feet of Manuscript materials
471 Linear feet of archival records
2,103 Sheet maps

PERSONNEL JULY 1995:

29 Faculty positions
76 Non-faculty positions
210 Student employees including 170 self-help, 40 work-study

ACTIVITY FISCAL YEAR 1994/1995:

Open 101 hours per week during the academic year
173,076 items loaned from General Collection, 29,332 items loaned from Reserve
10,740 items loaned to other libraries, 7,158 borrowed from other libraries
15,132 persons entering the library during an average week
1,402 reference transactions during an average week
4 class presentations/lectures during an average week

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FACILITIES 1994/1995:

Joyner Library: Facility was originally built in 1954 with additions and/or renovations in 1965, 1967, 1968, 1973, and 1976. With the completion of the 1976 addition, Joyner Library was intended to seat 1,800 students and house 505,000 volumes. Today the library houses more than 1,000,000 volumes and seats slightly more than 1,000 students.

Remote storage: Two off-campus storage facilities have been leased to house lesser used materials for Joyner Library and the Music Library. The facilities contain approximately 16,000 sq. ft., holding more than 75,000 volumes and an assortment of manuscript collections.

Music Library, A.J. Fletcher Music Center: A total of 61 patrons can be seated and a collection of 36,643 volumes, 13,689 media items, and miscellaneous materials are held.

In November 1993 the University Construction Bond Referendum was successfully passed, ensuring construction of the expansion and renovation of Joyner Library. The project, which will take nearly four years to complete, will result in the doubling of Joyner Library space. When completed the library will be able to seat 2,000 patrons, accommodate 1.5 million volumes, and provide 36 group study rooms and 75 faculty studies.

BUDGET 1994/1995

Acquisitions (Materials): $1,996,630
Personnel (Faculty, Staff, Students): $2,772,069
Operating: $782,364

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Preservation and Conservation at Joyner Library

The Preservation and Conservation Department provides the library with a comprehensive program for the preservation and conservation of the general collection, including policies, procedures and guidelines for preservation and conservation; monitoring of environmental conditions; liaison with the campus pest control contractor; policies and procedures for binding, rebinding, repair, protective encasement and information preservation; coordination of all preservation and conservation activities related to the general collection and some special collections; liaison with the vendor holding the state binding contract; coordination of recovery procedures in the event of natural disaster or accident; coordination of education programs for staff, patrons, other libraries and individuals; cooperation with other organizations and libraries concerned with preservation and conservation; evaluation of collections conditions, treatments and costs; and continuing development of a preservation and conservation reference and research collection.

Completely independent of, but cooperating with, the efforts of the Preservation and Conservation Department is the conservation program of the Special Collections Department. The conservation lab in Special Collections is responsible for the repair and restoration of manuscript and other non-book materials. Among the responsibilities of the Special Collections conservator is cleaning, deacidification, heat-set repair, and encapsulation of documents and the cleaning and copying of historic photographs and negatives.

In response to an expressed need for a library preservation program that was included in the strategic plan of 1990, the Preservation and Conservation Department was created in 1993. The Department was given the charge to become the preservation center of Eastern North Carolina. During the first two years, the Department became affiliated with state, regional, and national preservation organizations while serving some of the preservation needs in the library and in the local area. The Preservation and Conservation Department has become a vital part of Joyner Library, but the need for a preservation plan to give more direction to the program was identified in the strategic plan completed in 1995. That plan mandated the creation of a Preservation/Conservation Needs Committee to be chaired by the Head of the Preservation and Conservation Department. The Committee was appointed in July 1995 and began a self-study of the preservation needs of the library in August.

The Committee decided to conduct a preservation self-study following the Preservation Planning Program of the Association of Research Libraries. There are three phases in the self-study:

Phase I includes the development of a background paper which gives a general overview of the library and its parent institutions, viewed from a perspective that will support extended assessment of the institution's obligation and ability to preserve its library collections;

Phase II involves conducting background studies with Preservation/Needs Committee members serving as task force chairs for the five areas to be studied:
A) Environmental Control, Lawrence Goering, Chair
B) Physical Condition of the Collections, Cathy Smith, Chair
C) Organization of Operational Preservation Units, Elizabeth Smith, Chair
D) Disaster Preparedness, Gordon Barbour, Chair
E) Staff and User Education, Michael Cotter, Chair;
Each task force has three major assignments: to gather data, to analyze it within the context of the particular subset of preservation issues it is assigned, and to identify and evaluate potential recommendations for action based on the findings. Task forces are expected to complete their assignments by September 1996.

Phase III, the final phase, involves developing a long-range incremental plan for meeting the preservation needs of the Library. This plan should be comprehensive and detailed enough to guide a library toward the development of a comprehensive preservation program. The final report of the Preservation/Conservation Needs Committee should be completed in the Spring of 1997.

ENVIRONMENTAL CONTROL
[TASK FORCE A]
Lawrence Goering, Chair

The charge of the Environmental Control Task Force is
1. to conduct a study of present environmental conditions throughout the libraries and
2. to recommend changes which will improve any problems which are found during the study.

Since the main library will be moving to a new facility during the Spring of 1996, the task force should begin this study soon so historical data regarding conditions in the current facility can be gathered. The task force may begin its work by conducting an environmental survey of all areas of the library.

Recommended Readings for the Task Force

Lull, William P. "Selecting Fluorescent Lamps for UV Output." *The Abbey Newsletter* 16 (August 1992) 54-55.

Lull, William P with Paul N. Banks. *Conservation Environment Guidelines for Libraries and Archives.* Albany, NY: The university of the State of New York, state Education Department, New York State Library Division of Library Development, 1990.

Ogden, Sherelyn, ed. "The Environment" and "Storage and Handling" sections in *Preservation of Library & Archival Materials: A Manual.* Andover, MA: Northeast Document Conservation Center, 1992.

Thomson, Gary. *The Museum Environment.* Second edition. London: Butterworths, 1986., Part 1.

Supplementary Reading

Byrne, Sherry. *Collection Maintenance and Improvement.* One of a series of Preservation Planning Program Resource Guides edited by Jutta Reed-Scott. Washington, DC, 1993.

National Research Council. *Preservation of Historical Records.* Washington, DC: National Academy Press, 1986.

PHYSICAL CONDITION OF THE COLLECTIONS
[TASK FORCE B]
Cathy Smith, Chair

The primary charge of the Physical Condition Task Force is to assess the condition of each format of the library collection. The task force should conduct a sample of the collections to gather some statistics on the physical condition. The different types of physical problems will be determined and a plan will be developed to correct these problems.

The first step is to define the specific collections. Information should be gathered for each collection by surveys, interviews and evaluation. The formats of each collection will be considered. A range of tests may be used for assessment. Some tests may require physical inspection, others may use chemicals, special instruments or software.

Recommended Readings for the Task Force

Drott, Carl M. "Random Sampling: A Tool for Library Research." *College & Research Libraries* 30 (March 1969) 119-125.

"Surveying Collection Conditions" in *Preservation Planning Program Critical Reprints.* Compiled by Jutta Reed-Scott. Washington, DC: Association of Research Libraries, 1993.

Supplementary Reading

Byrne, Sherry. *Collection Maintenance and Improvement.* One of a series of Preservation Planning Program Resource Guides edited by Jutta Reed-Scott. Washington, DC, 1993.

ORGANIZATION OF OPERATIONAL PRESERVATION UNITS
[TASK FORCE C]
Elizabeth Smith, Chair

The Task Force on Organization of Preservation Functions is charged with developing information and data about the nature and scope of existing preservation activities. It is encouraged to examine the Library's current organizational procedures and activities, to analyze the procedures and activities in light of pertinent preservation issues, and to report to the Preservation/Conservation Needs Committee on its findings and recommendations. The task force should seek to determine the following:

1. How preservation activities are presently organized at Joyner Library
2. How preservation activities should be organized to better address the preservation issues faced by Joyner Library

Recommended Readings for the Task Force

Background Paper prepared by the Preservation/Conservation Needs Committee
Preservation Planning Program Manual, Chapters 1-4, 7, and 10
Preservation Program Models
The five *PPP* resource guides that focus on preservation operations
Managing a Library Binding Program
Collections Conservation
Options for Replacing and Reformatting Deteriorated Materials
Collection Maintenance and Improvement
Organizing Preservation Activities
ARL Preservation Statistics, 1988-89, 1989-90, 1990-91, 1991-92,. and 1992-93.

General Supplementary Readings

Preserving Harvard's Retrospective Collections: Report of the Harvard University Library Task Group on Collection Preservation Priorities. April 1991.

Supplementary Readings on Digitization

Ogden, Sherelyn, ed. "Preservation/Conservation Planning: Select Bibliography. Technical Leaflet in "Planning & Prioritizing" section, *Preservation of Library & Archival Materials: A Manual*. Andover, MA: Northeast Document Conservation Center, 1992.

Mallinson, John C. "On the Preservation of Human- and Machine-Readable Records." *Information Technology in Libraries* (March 1988): 19-23.

Ogden, Sherelyn, ed. "Optical Disks and Preservation Issues: Select Bibliography." Technical Leaflet in "Planning & Prioritizing" section, *Preservation of Library & Archival Materials: Manual*. Andover, MA: Northeast Document Conservation Center, 1992.

DISASTER PREPAREDNESS
[TASK FORCE D]
Gordon Barbour, Chair

The primary charge of the Disaster Preparedness Task Force is two-fold:
1. to focus on what types of disasters or events might affect library materials
2. to assess the library's level of readiness to deal with such disasters.

In the recent past, water has been the most prevalent destructive agent in Joyner Library. Leakage in the East Wing stacks due to the combination of heavy rains and a faulty roof caused water damage to some materials. More substantial damage was caused to the library's online computer system when a main server was damaged due to rains combined with a construction error. There are also other potential disaster scenarios which will be studies.

The second part of the primary charge will deal with prevention, preparedness, and response to a disaster or crisis. This will be studied by investigating Joyner Library's level of preparedness, i.e., evaluating the library's current disaster plan, reviewing both strengths and weaknesses, etc.

Recommended Readings for the Task Force

Brooks, Connie. *Disaster Preparedness*. One of a series of Preservation Planning Program Resource Guides edited by Jutta Reed-Scott. Washington, DC, 1993.

Joyner Library Disaster Manual. 1995 edition.

STAFF AND USER EDUCATION
[TASK FORCE E]
Michael Cotter, Chair

The Staff and User Education Task Force is charged with 1) reviewing the measures that Joyner Library currently uses in staff and user education of library materials, and 2) recommending what should be done to improve staff and user education. Staff and user education is important to the success of a library's preservation and conservation program. It can develop an awareness of the need to handle library materials carefully so that they can be kept in good condition for as long as possible before they have to be sent for preservation or conservation work. It can foster an attitude among staff and users that library materials are things to be taken care of in order to conserve library expenditures and to prolong the life of library collections. In conducting its work, the Task Force should

--read and view materials on staff and user education,
--observe how staff and users handle library materials,
--study the current staff and user education efforts of Academic Library Services,
--photograph or otherwise document good and poor examples of the use of materials,
--interview staff and users about their ideas for correct handling,
--recommend the preparation of training manuals for staff and brochures for users, and
--perform other activities that seek to achieve its goals.

Selected Background Reading

Books: Their Care & Repair, by Jane Greenfield. New York: H. W. Wilson, 1983. Z701 G73 1983

Care of Fine Books, by Jane Greenfield. New York: Nick Lyons Books, 1988. Z701.3 F53 G73 1988

Conservation of Library Materials, vols. 1-2, by George M Cunha and Dorothy Grant Cunha. Metuchen, NJ, 1971-72.

"Descriptive Analysis of a Conservation Awareness Program," by J. Twomey. *Journal for Education for Library and Information Science* 29:3 (Winter 1989) 197-208.

Preservation and the Management of Library Collections, by John Feather. London: Library Association, 1991. Z701 F42x 1991

Preservation Education. ARL SPEC Kit, no. 113. 1985.

Preservation Orientation for Library Staff (at the University of California at San Diego), by Julie A. Page and George John Soete. *College & Research Libraries News* (June 1994) 358-60.

Preservation Planning Program: An Assisted Self-Study Manual for Libraries. ARL, 1993. (Chapters 1-4 and 9 cover background information and staff and user education.)

Preservation Training for Library Users, by Sheila S. Intner. *Technicalities*. 14 (September 1994) 7-10.

Staff Training and User Awareness in Preservation Management, by Wesley Boomgaarden. ARL, 1993. (Includes "Selected Readings, pp. 87-89.)

Swartzburg, Susan, "Audiovisual Aids on the Preservation and Conservation of Library and Archival Materials," (*CAN*, no. 49). (Reprinted in Boomgaarden, *Staff Training*, pp. 81-86.)

PLANNING ASSUMPTIONS

After several weeks of meeting and discussing preservation issues and how they should be studied and planned for at Joyner Library, the Preservation/Conservation Needs Committee agreed to a set of underlying assumptions:

* Preservation of the collections is essential to fulfilling the mission of Academic Library Services. Many of the library holdings at East Carolina University have deteriorated or are printed on unstable paper for which there is no simple or inexpensive preservation solution. The collections developed over many decades at substantial cost will continue to deteriorate unless the University, the Library, and the nation can significantly expand current preservation efforts. Failure to take action will result in the loss of the current library collections to the University and to the scholarly community. The greatest challenge at this time is the preservation of older paper collections that are crumbling on the shelves.

* A commitment to preservation has already been made by Joyner Library with the establishment of a Preservation and Conservation Department and the acquisition of basic supplies and equipment. In addition, a preservation and conservation laboratory is being constructed as part of the new library building and a Preservation/Conservation Needs Committee has been appointed to develop a preservation plan for the library. The Preservation and Conservation staff has participated in local, state, regional, national, and international preservation programs.

* Institutional fiscal constraints are a major factor affecting preservation efforts. The Library has already demonstrated a strong commitment to the preservation program, and the University Administration should be approached for additional commitment. Increased preservation efforts are dependent on increases in funding and have to be competitive with other programs throughout the University.

* Emerging optical/digital technologies have made an impact upon the Library's information services. These technologies offer alternative methods of preserving information even though longevity is still a concern. However, it must not be assumed that these technologies will solve the innumerable preservation problems presented by the large number of volumes in the older paper collection.

* Moving the collection to remote storage facilities as well as to the new building is a major preservation concern. What will be the effects of moving fragile volumes? Even though moving may be done carefully, there is room for concern about how much harm will be done to some portions of the collection. Even with these concerns, it will certainly be good to have more space for materials and to have the possibility of a better climate control system for the building. Even though the fragile condition of materials in the basement of the East wing did not prevent their move to remote storage facilities, it would be a good idea for subject specialists to look at some other materials prior to deciding to move them.

Glossary

ACID FREE: Materials manufactured so that the pH is 7.0 or higher. In library materials, acid free implies alkaline or permanent paper construction.

ARCHIVAL: A term that suggests the material is chemically stable and can therefore be safely used for preservation purposes.

BINDING: The method whereby pages are attached to one another at the spine. It may include stitching, glue, staples, spiral bindings, and ring binders.

BRITTLE BOOKS: Books which have yellowing paper that is cracked or crumbling.

BRITTLE PAPER: Breaking of the paper occurs with a fold test of three double folds at the corner.

CONSERVATION: The treatment of materials to stabilize them chemically or strengthen them physically to sustain their survival in their original form.

DEACIDIFICATION: A chemical treatment that neutralizes acids inherent in papers manufactured since the mid-1850s. An alkaline buffer may be deposited to counteract a future acid attack.

DISASTER PREPAREDNESS: The ability to respond promptly and appropriately to any library disaster.

ENCAPSULATION: The process of enclosing a document between two sheets of transparent polyester film that are then sealed around all edges.

ENVIRONMENTAL CONTROLS: Equipment used to maintain or change the temperature, humidity, light, and amount of airborne particulate matter in a given location.

FAIR CONDITION: One or more of the following may be present;
Paper:

- may show tears or small missing pieces
- edges may look worn
- slight yellowing of paper may have occurred, especially the edges
- no pieces shower down when the book is gently shaken upside down
- no tearing or breaking occurs when the corner of a page is pulled gently
- when a fold test of three double folds is employed, no breaking or tearing occurs when the corners are pulled gently

Binding:

stitching, if used may be loose, but not broken
glue, if used, is in good shape (not dried or cracked)
pages may seem loosened if tugged gently, but no more than two or three pages are actually loose
spiral bindings, if used, may show wear but integrity is maintained
staples, if used, may be rusted but are still functional

Covers:

boards are fastened to book, but there may be a crack at the hinge either inside or outside
corners of boards may be bent or worn but are not missing or badly broken
spine may have minor tear (perhaps at head or tail) but is not ripped off or missing
cover is still intact but may need minor repair, may be showing signs of wear, or may have been repaired

FORE EDGE: The edge of a book opposite the spine.

FORE EDGE SHELVING: The act of shelving a book on its fore edge. This often causes the spine and binding to be weakened by separation from the text block.

GOOD CONDITION: All of the following conditions must be present;

Paper:

not cracked or crumbling
edges are not worn or roughened
no yellowing of paper has occurred
no pieces shower down when the book is shaken upside down
when a fold test of three double folds is employed, no tearing or breaking occurs when the corner of the page is pulled gently

Binding:

stitching, if used, is intact
glue, if used, is in good shape (not dried or cracked)
pages are fastened in tightly if tugged gently
there are no loose pages
spiral bindings or staples, if used, are intact and in good condition

Covers:

boards are fastened to book
there are no breaks at hinges either outside or inside
corners of book are not broken, bent, or missing
spine of book is not torn and there are no pieces missing
the spine cover is fastened tightly
cover is not torn or badly worn
no repair work has been done

GRAIN: In machine-made paper and board, the direction in which the majority of the fibers are oriented. Folding test: When folding a small sheet of paper, it folds more easily and smoothly when the fold parallels the grain. Moisture test: If moisture is applied to one side of a sheet of paper, it immediately starts to curl in one direction. The expansion is on the cross-grain side, the curl indicating the paper grain direction. Bending test: Thicker papers are best tested by bending them in both directions. One side offers considerable more resistance than the other. Parallel to the grain direction, the resistance is far less than against the grain. Tearing test: A sheet is torn in longitudinal and transverse directions. The resultant test pattern will be straight when parallel to the grain and jagged across the grain.

HEPA: High-Efficiency Particulate Absolute, a filter capable of removing 99.97% of particles down to 0.3 microns.

HVAC SYSTEM: Heating, ventilation, and air-conditioning systems and their associated control mechanisms.

LEAF: A leaf consists of two pages, one on each side, either or both of which may be blank, or may bear printing, writing, or illustrative matter.

OVERSIZE: Books 31 cm. and over, except for M and N classifications
M and N classification books 40 cm. and over

PAGE: One side of a leaf, whether blank or containing printing or writing.

pH: A measure of acidity or alkalinity. The pH scale runs from 0 to 14, and each number indicates a ten-fold increase. Seven is pH neutral; numbers below 7 indicate increasing acidity. Numbers above 7 indicate increasing alkalinity, with 14 being most alkaline. Paper with a pH below 5 is considered highly acidic. Buffered storage materials typically have a pH between 7 and 9.

POINT: One thousandth of an inch. The point is used in expressing the thickness of paper or board, but not leather.

POLYVINYL ACETATE (PVA): A colorless transparent solid plastic usually used in adhesives. Some PVA adhesives are "internally plasticized" and are suitable for use in conservation.

POOR CONDITION: One or more of the following conditions may be present;
Paper:

cracked, torn, missing pieces, crumbling
edges are worn or badly roughened
may be yellowing
pieces of paper may shower down when the book is shaken gently upside down
tearing or breaking or cracking of pages occurs when the corners are pulled gently

when a fold test of three double folds is employed at the corner, breaking or tearing occurs when the corner is tugged gently

Binding:

stitching, if used, is broken or needs repair
glue, if used, is dried and/or cracked
pages are not tight and may fall out of the book
several pages are loose (more than three)
spiral bindings, if used, show loss of integrity
staples, if used, may be rusted or have torn into paper and are no longer functional

Covers:

boards are not fastened to the body of the book, or so badly broken at the k-hinges that they need immediate attention
corners are broken, missing, or worn away
spine has major damage, is torn clear away from the body of the book, or is missing major portions
cover is badly torn, worn, or missing large portions

See also **BRITTLE BOOKS** and **BRITTLE PAPER**.

PRESERVATION: Activities which aim to help ensure the longevity of library, archival, or museum materials, either in their original form or in another format. This can involve methods to retain the text such as microfilming programs, proper handling of library materials, restricting the use of materials, safe display of materials, proper photocopying guidelines, as well as conservation to preserve the item as an artifact. Preservation is a broader term than conservation.

REFORMATTING: The use of technology to preserve the information originally contained in one medium by transferring it to another medium such as microforms, optical discs, or magnetic storage.

REPLACEMENT: Acquiring a new copy of an item to replace a damaged or embrittled copy. If an exact copy is not available, the information may be reformatted.

REVERSIBILITY: The availability to undo a process or treatment with no change to the object. Reversibility is an important goal of conservation treatment.

SUBJECT LIBRARIAN: Librarians whose responsibilities include collection development in an assigned subject area and who serve as liaisons with the academic department for that subject.

TEXT BLOCK: The part of a book consisting of the pages, excluding the cover.

TREATMENT: The methods used to preserve library materials. They may include conservation activities such as deacidification, restoration binding, pH testing, boxing, and encapsulation.

ULTRAVIOLET: The most harmful part of the light spectrum for library materials. Fluorescent lights emit significant amounts of ultraviolet radiation while incandescent lights emit only minimal amounts of ultraviolet radiation. Sunlight also emits significant amounts of ultraviolet radiation. Filters can be purchased which will reduce radiation damage from fluorescent lamps and sunlight. Fluorescent lamps which do not emit ultraviolet light are also available.

UV FILTER: A material used to filter the ultraviolet (UV) rays out of visible light. Removing UV radiation from storage, use, and exhibition spaces can reduce the rate of deterioration of library materials stored there. Usually a UV filtering material is placed over windows or fluorescent light tubes, or over glass used in framing, or in exhibition cases. Certain acrylic sheet materials have UV filtering properties built in.

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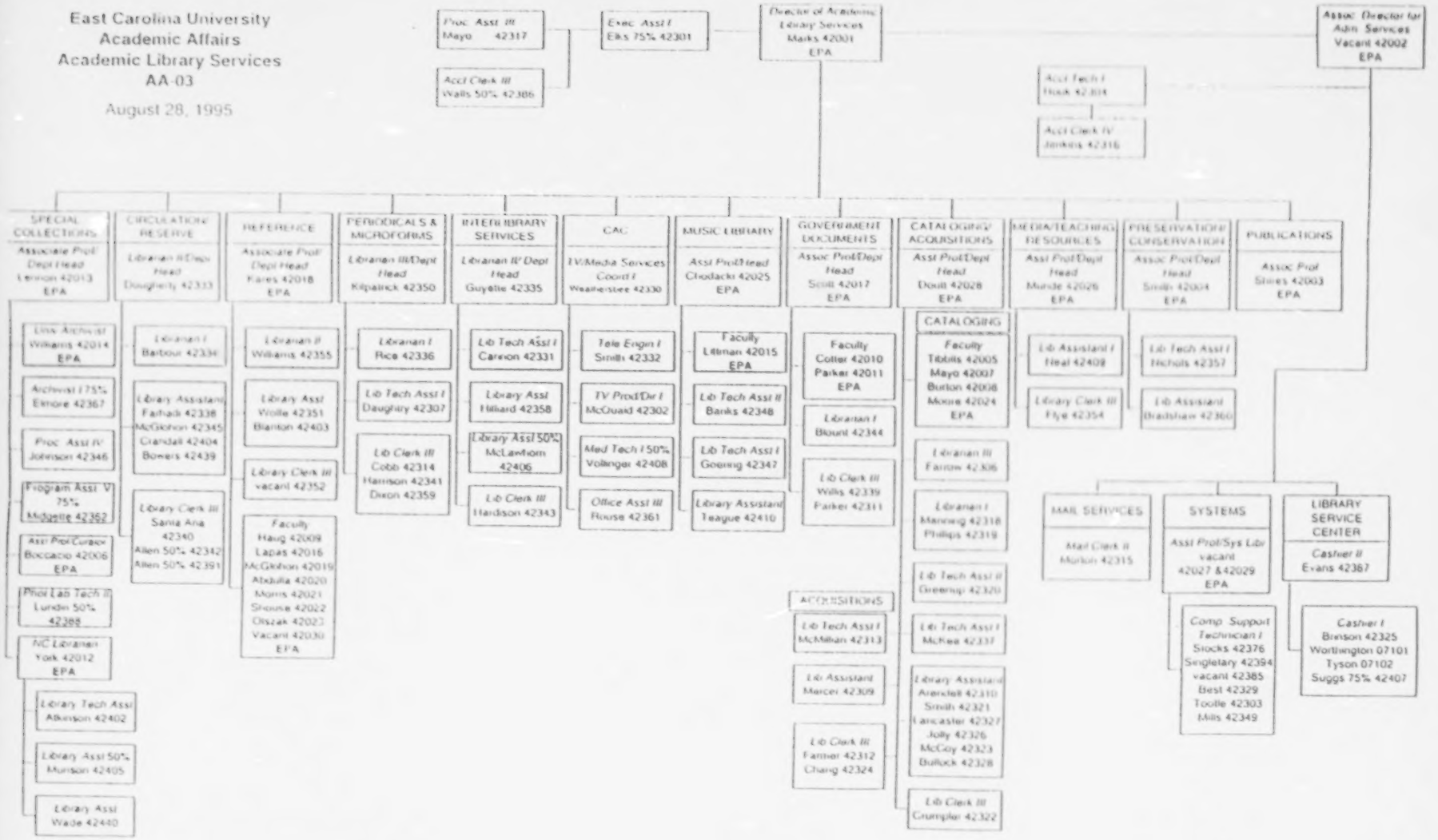
[10/25/95]

East Carolina University
Academic Affairs
Academic Library Services
AA-03

August 28, 1995



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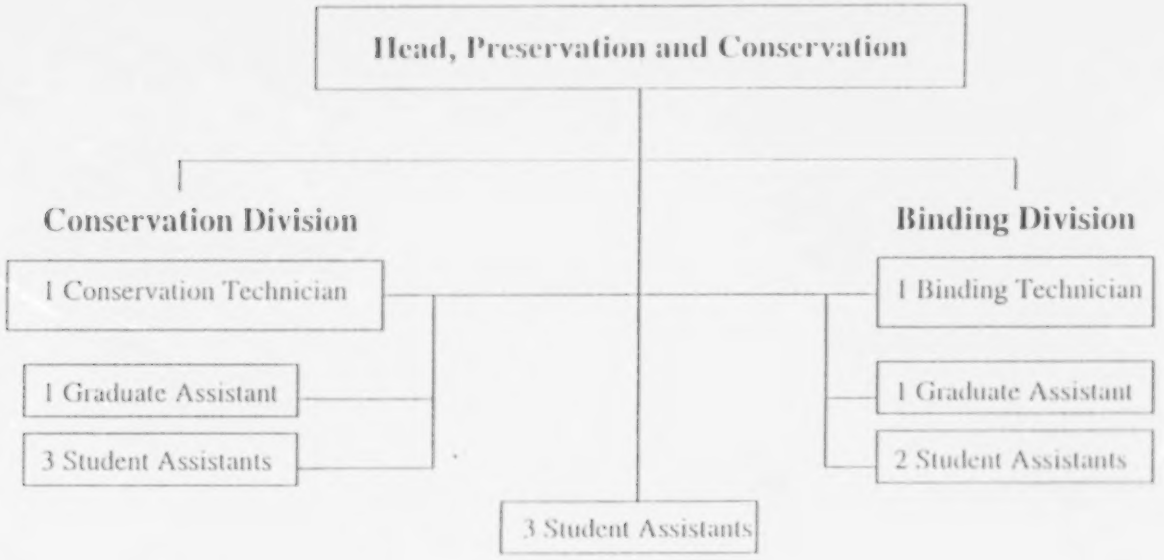
Preservation and Conservation Department



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ANNUAL REPORT
PRESERVATION AND CONSERVATION DEPARTMENT
1993/1994

The Preservation and Conservation Department began on July 1, 1993, with three staff members and two student assistants. At that time the library had an elementary book repair program in place which used tape to hold books together and a bindery operation that involved sending materials to the commercial bindery and placing pamphlets in binders. Some archival quality supplies were being used in the book repair program, but there was not a satisfactory policy to replace the taping of torn spines.

The first policy developed for the new department was to cease using tape on the outside of books. While the books were piling up, the staff made a list of all supplies and sources and another list of all equipment and model numbers. The staff checked all supplies for acidity and discarded those that did not meet the alkalinity test. The publication, *A Core Collection in Preservation*, was used to identify a good basic collection of titles on preservation. Titles on the list that were owned by the library were checked out and placed in the departmental reference collection. Those books and journal articles not in the library were requested through interlibrary loan and the most useful titles were then ordered for the departmental collection.

Supplies were ordered when enough planning had been done to determine the methods of book repair to be adopted for the library. Since the staff did not know which supplies would be most satisfactory, small quantities of several different supplies were ordered initially. It was like Christmas in October when the supplies started arriving and the staff members were finally able to begin repairing books for the collection. It did not take very long to determine which materials worked best and to recommend those to be ordered in larger quantities.

The first three months of the year were spent learning what was supposed to be done in a preservation and conservation department. In addition to the policy of no tape on the outside of books, the department also adopted a policy of no rubber bands, no metal or plastic paper clips and no pressure sensitive notes on books. To reinforce that new policy throughout the library, a gifts and exchange program was offered to the entire library. Pink pull fasteners were given in return for rubber bands and vinyl-coated paper clips were given in exchange for metal or plastic paper clips. A repair service for the pull fasteners was made available in the department.

In October, the Department hosted a week of meetings for the library staff to see what had been accomplished, to ask questions, and to offer suggestions. The informal drop-in sessions, held at 9 a.m. and 2 p.m. every day, were attended by more than half of the library staff. After those who attended the sessions learned what could be done locally for damaged books they were able to identify problems and to help make decisions regarding the best treatment for books in their collections. One of the main reasons for the sessions was to explain the use of a new Damaged/Brittle Books slip that was to be used throughout the library to report problems with books. All books directed to the Department now have one of these slips enclosed. It was also at these sessions that the idea originated to have color copies made to replace some missing plates in art books. That procedure has been in place since November.

One of the continuing projects during the year was the redesign of boxes produced locally to hold brittle books that cannot be repaired. The box design was improved and now different styles are used according to the size and weight of a book. Velcro fasteners are used on heavy boxes and magnetic fasteners are used on lighter weight boxes. All books placed in boxes are recorded on the Box and Brittle list in an Excel database so that they can be located for future preservation decisions. The books on these lists might be candidates for preservation in another format.

A difficult year of work with bindery materials began in October when Heckman Bindery was not awarded the State binding contract for the first time in 25 years. American Bindery-East in Virginia was selected because of their automated bindery program; however, their binding was not satisfactory. After six months with that company the library began a trial binding agreement with Southeast Library Bindery in North Carolina. The first shipment to that company was returned at the end of June.

In December the staff made a trip to Ram's Head Bindery in Durham to discuss some of the conservation techniques used there. A trip was made to Chapel Hill in early January to see the equipment and supplies in the conservation laboratory at UNC-Chapel Hill, to discuss processes for local and commercial binding and to tour the Southern Historical Collection at Wilson Library. In late January the staff attended the annual meeting of the North Carolina Preservation Consortium held at Duke University and toured the rare book collection of Perkins Library. Preservation and Conservation Department staff assisted the instructor at a North Carolina Preservation Consortium Book Repair Workshop held at East Carolina University in February. Three events in April were planned by the Department. The Friends of the ECU Library Board toured the department and saw a demonstration of conservation techniques. In a morning session on April 27, Harlan Greene gave a workshop for 45 library staff on the Care and Handling of Books. The Friends of the ECU Library sponsored a program in the afternoon on the Preservation of Family Documents which was attended by 60 persons from eastern North Carolina. The Department hosted two SOLINET preservation workshops in May: Hurricane Disaster Planning and Disaster Recovery. Also in May, the staff met with the conservator at Anchor Book Binding in Durham to discuss conservation techniques and to evaluate several pieces of equipment which were purchased for the department.

Statistics for the year reflect the increase in knowledge and skill developed throughout the year. Conservation procedures completed have increased significantly each month. In addition to regular conservation treatments, the department staff assessed the preservation needs in the Reserve Collection and made significant progress in repairing those books that could be treated locally. Due to problems with the binding contract those titles requiring commercial binding will be sent out at a later date.

During the year supplies and tools have been acquired to equip three conservation work stations. New and used equipment added to the department include a board cutter, a paper cutter, a book press, a sewing frame and a finishing press. As additional supplies are received and more student assistants are trained in conservation techniques there will be an increase in the number of treatments and the speed with which they can be completed.

PRESERVATION AND CONSERVATION STATISTICS
1993/1994

MONTH	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTAL
Color plates, adhesive										2			2
Tip-ins				4	21	19	10	10	23	23	5	25	140
Free guard													0
Bookcote									27				27
Cleaning, general				3	2		2		1		1	1	10
Cleaning, mold													0
Repair pp., Jap. mend							8	33	6	6	1	1	55
Repair pp., tape				1	2		1	1	1		5	1	12
Tighten hinges				7	8	5	21	33	29	7	6	16	132
Repair corners						1			2				3
Repair split textblock				1	2	2				1		2	8
Replace end sheets					2							4	6
Replace spine				8	5	13	20	42	37	52	18	37	232
Replace spine & hinge				2	5	1	7		10		1	1	27
Recase				1	1								2
Phase box					17		14	96	80	52	61	13	333
Four-flap enclosure					1	12					4	2	19
Pamphlets, staple					11	3	59	263	59	2	2	14	413
Pamphlets, sew				49	161	54	20	64	59	32	64	54	557
Pockets, add					74	51	108	20	7	3			263
Pockets, glue only										43		42	85
Lacebacks				37	64	24	51	11	20		25	9	241
BINDING													
Monographs	73	8	241	101	223	164	57			127		61	1055
Theses, Department	3	12	6	4	8	16				5		2	56
Theses, Personal	9	35	43	30	62	57				47		1	284
Theses, Library	5	32	12	4	32	16				32		2	135

ANNUAL REPORT
PRESERVATION AND CONSERVATION DEPARTMENT
1994/1995

The second year of the Preservation and Conservation Department began with the same number of staff as the first year, three full-time staff and two student assistants. Several new book repair processes were in place, additional equipment and archival supplies were being used and the department was supervising a cleaning project for the Reference collection. Problems with the state binding contract continued as a second binder provided unsatisfactory binding services.

During the summer the staff surveyed the preservation needs in the Reserve collection and treated those volumes that could be repaired locally. One of the students working with the cleaning project identified books in the K-12 collection with spines that looked like they were disintegrating. Several shelves of books had similar damage in various stages. After some research and observation it was determined that the damage had been caused by American cockroaches. The library staff declared war on the resident roaches and delivered about two dozen live specimens to the Preservation and Conservation Department. The pest control contract for the library was revised from annual to monthly treatments. The problem seems to be under control because there have been no reports of live roaches in the building since October 1994. Some of the roaches captured by library staff were preserved and displayed in the lobby with some of the damaged books.

With the beginning of the Fall Semester six Work-Study students were hired to continue the cleaning of the collections. During the year the students completed the cleaning of the Reference, Documents, North Carolina, and Media and Teaching Resources collections. One of the students discovered mold in the Documents collection and the environment in that part of the basement was monitored to determine if there was a problem with the HVAC system. It was determined that the mold had been on the books for some time and the active growth was removed from the volumes. No other outbreaks were discovered in that collection.

In August, permission was received for Joyner Library to go outside the state binding contract to use the binder of our choice to eliminate the backlog of almost 4,000 volumes that Southeast Library Bindery could not process. At about the same time that Heckman Bindery picked up the volumes to be bound, American Bindery-East was removed from the contract and Heckman was returned to the contract. Joyner Library became the first library to begin using Heckman after they were returned to the contract. Binding service has been satisfactory since the change. The most significant change in binding has been in the number of monographs sent to the bindery. The size of bindery shipments has more than doubled as more library staff members are helping to identify materials to be treated.

In December, a conservator held classes for the Preservation and Conservation staff. It was extremely helpful for the training to be held locally with library supplies and books.

Several new techniques were learned and later applied to the processes in the department. Also in December a meeting was held with subject librarians to discuss varying philosophies about preservation and to set some guidelines for decision-making. Several new procedures resulted from that meeting.

Throughout the year new methods of treating books and paper were developed and techniques were refined. Additional student assistant hours enabled the staff to treat more volumes and to reduce the backlog that occurred during the previous year when so much staff time was required to work with problems related to the binding contract. The addition of a Graduate Assistant to the staff in January enabled us to develop a better preservation photocopy process for replacement pages. A procedure was developed during the year so that color photocopying could be done through facilities at the Medical School.

During the previous year staff members received training in the recovery of water damaged books by wetting and then drying discarded books. During this year staff members received on-the-job training in collection recovery after water damage to materials in the office of the North Carolina Librarian, at the remote storage facility and in the Media and Teaching Resources Center. Supplies and techniques from Preservation and Conservation enabled library staff to recover most of the damaged items.

The last half of the year was spent designing a conservation lab for the new building. Since there are very few examples of conservation labs and no available information about designing labs for new facilities, it was a challenging experience for the entire staff. It was decided that floor space was the crucial element in the lab design, so almost all of the furniture and equipment was designed to be mobile. As techniques are improved the capability of rearranging furniture may be very important.

Staff members continued conservation training by attending two preservation workshops sponsored by SOLINET, Beating the Critter Jitters: Integrated Pest Management and Library Binding. They also participated in an in-house training program by viewing seven staff training videos on various aspects of preservation and conservation.

The staff closed the year by working with students to eliminate the backlog of materials waiting for treatment. They also began work on updating procedures in the departmental manual and developing new procedures for additional treatments.

PRESERVATION AND CONSERVATION STATISTICS 1994/95

DATE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Color plates, adhesive					7		51	1					59
Tip-ins	14	15	7	11	23	7	6	23	16	107	315	264	808
Free guard										1			1
Bookcote									1				1
Cleaning, general	1	3	1			1			5		2		13
Cleaning, mold													0
Repair pp., Jap. mend						1		1		1			3
Repair pp., tape	2	1	1	3	3	8	35	126	101	113	46	33	472
Tighten hinges	34	59	9	1	40	4	7	11	11	53	55	91	375
Repair corners				1			1	1		2		3	8
Repair split textblock	1		5		1	1			1				9
Replace end sheets	24	12	8	12	3	1		4		2	1	5	72
Replace spine	199	112	60	53	34	18	14	14	12	8	5	45	574
Replace spine lining										6	4	2	12
Replace spine & s. lining	4			2	10	13		4	3		1		37
Hollow spine								6	5	33	3	104	151
Replace spiral spine												3	3
Recase													0
Phase box	5	1	40	39	15	5		8	55	15	182	154	519
Four-flap enclosure		1	9	2	1	1	3		8	4	17		46
Pamphlets, staple	5	8	2		7	4	3	23	7	14	11	40	124
Pamphlets, side staple				6	17	1	1	74	14		27	3	143
Pamphlets, sew	2	49	17	10	4	10	56	164	79	24	259	279	953
Pockets, add					1			1	1		1	7	11
Pockets, glue only	36	57	38	36	2	1		197	1	32		53	453
Lacebacks		8	93	32	4		69	91	24	17	78	67	483
Replacement c., book			2	28	46	118	99	302	598	824	682	637	3336
Replacement c., journal				11	49	66	5		40	76		19	266
Color copies				2	4						81	19	106
BINDING (shipments)	1	1	1	1	2	1	1	1	2	1	2	1	15
Monographs	328	188	530	622	1361	417	238	234	664	619	1338	484	7023
Theses, Department	168		32	10	13	30	3	4	5	4	30	8	307
Theses, Personal			13	15	42	93	9	26	21	21	111	35	386
Theses, Library			52	35	38	30	3	4	5	4	59	8	238
Books from Circulation	262	177	429	915	902	295	166	237	1079	1020	858	687	7027

PRESERVATION AND CONSERVATION STATISTICS
1993/94-1994/95

	1993/94	1994/95			
Color plates, adhesive	2	59			
Tip-ins	140	808			
Free guard	0	1			
Bookcote	27	1			
Cleaning, general	10	13			
Cleaning, mold	0	0			
Repair pp., Jap. mend	55	3			
Repair pp., tape	12	472			
Tighten hinges	132	375			
Repair corners	3	8			
Repair split textblock	8	9			
Replace end sheets	6	72			
Replace spine	232	574			
Replace spine lining		12			
Replace spine & s. lining	27	37			
Hollow spine		151			
Replace spiral spine		3			
Recase	2	0			
Phase box	333	519			
Four-flap enclosure	19	46			
Pamphlets, staple	413	124			
Pamphlets, side staple		143			
Pamphlets, sew	557	953			
Pockets, add	263	11			
Pockets, glue only	85	453			
Lacebacks	241	483			
Replacement c., book		3336			
Replacement c., journal		266			
Color copies		106			
BINDING (shipments)		15			
Monographs	1055	7023			
Theses, Department	56	307			
Theses, Personal	284	386			
Theses, Library	135	238			
Books from Circulation		7027			

Preservation/Conservation Needs Committee
Minutes, 9/21/95

All present: Elizabeth Smith, Chair, Gordon Barbour, Michael Cotter, Lawrence Goering, Cathy Smith

Elizabeth reported that she told Dr. Marks that we had begun to meet, so that he could report to the Strategic Planning Committee.

She showed examples of in-house conservation that the P/C student workers had worked on, repairing torn spines and matching the replacement binding to the original. She noted that the students do most of the repair, as the staff has quite enough other things to keep them busy. We discussed whether the P/C Department could get additional staff in the new building.

Elizabeth asked how we want to proceed with our charge. We could follow the steps outlined in chapter 4 of the Preservation Planning Program manual. She suggested the following schedule:

1995 (Christmas): prepare the Background Paper;
1996 Do the subject areas (task forces); and
1997 (Spring) Prepare the report for Dr. Marks.

Elizabeth distributed a draft of a work sheet for evaluating the collections and asked for comments by next week's meeting. We discussed the definition of a collection, and decided that it should include separate categories identified by Horizon as circulation categories, such as Joyner stacks, Reserve, Documents, maps, Documents microforms, etc etc. Cathy has a list that we could use. Assignments of collections:

Lawrence--Music Library
Michael--downstairs in Joyner
Gordon--stacks and circulation
Cathy--Reference
Elizabeth--Special Collections, Current Periodicals, and Microforms

Next week: we should develop a common form to use; send your comments to Elizabeth. We may discuss the form with people in the departments. We should read chapter 4 and make notes of documents that we can use as sources of information. Some readings are in the Manual, on p. 8: Elizabeth also has 2 bookcases in her office with materials on preservation, and a 12-1/2 page bibliography for us to use. She has also requested preservation planning reports from ten university libraries.

P. 6 in the Manual is an outline of study activities, some of which we have already accomplished. Under environmental monitoring equipment, Elizabeth would like to order a datalogger, to measure temperature and relative humidity. We might need to order more than one for when we move into the addition.

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One area that has already been covered is a disaster plan for the library, but Elizabeth has asked each department head to make a priority list of materials for salvage in case of flood or fire. This may be done as part of the revision of the disaster plan.

We discussed the importance of informing the staff of the need for preservation and to make it a project that everyone in the library can be interested in. Elizabeth noted that many people who visited the P/C Department were interested in their work. This will be helpful when we assemble task forces and for making staff careful when they handle library materials. She remarked about the poor condition of books in the East Wing basement that will have to be cleaned before we move to the addition.

Our paper should describe what we have done already toward preservation and where we need to go. As part of where we are, it should cover the condition of the collections and make recommendations.

We discussed the importance of observation as a method of research for the user education portion of our report. We mentioned some examples of poor practice that we had observed, even among library staff.

We discussed holding an all-day workshop on Thursday, Oct. 26, with self-guided tours of the collections in Joyner Library and Music Library. Michael will find out if he can arrange to work that day.

Thursday afternoons at 2:00 seem to be convenient for us to meet, except for Oct. 5 and Oct. 12. We will meet instead on Oct. 3 and 10 at 2 p.m.

We selected task force areas that we wanted to work with:

Gordon--Disaster preparedness
Cathy--Physical condition
Lawrence--Environmental conditions
Michael-- Staff and user education
Elizabeth--Organization of functions

Reading materials for these areas are in Elizabeth's office. We should begin discussions on our areas on Oct. 10. We can work on the report during November.

Meeting adjourned

Michael Cotter

Preservation/Conservation Needs Committee meeting
9/28/95

All present.

Dr. Marks has asked Elizabeth to take over as chair of the Disaster Preparedness Committee in place of Gene Williams. Since the library has not had a fire drill for some time, and since the committee has not met since the spring, it would be a good time to meet. This would help to remind people of their responsibilities during an evacuation of the building. The P/C committee will hold a joint meeting with the Disaster Committee on Oct. 3, and prepare for an announced fire drill. The announced fire drill (not to be announced until after we hold our meeting on the 3rd), will be on Oct. 10. We are scheduled to have a drill later in October, so this will be one of two during the month. We can also do a preliminary evaluation of the disaster preparedness plan at the meeting.

We discussed the key to the disaster supplies closet; besides Gene Williams, only Gordon has a key, but it is a master key. Elizabeth will look into finding another key besides Gene's. She has discussed with Dr. Marks whether we should have more than one supply closet in the addition, and will have to order more supplies and equipment; Elizabeth specifically mentioned another wet-dry vacuum.

Elizabeth asked if the Music Library had a disaster plan; Lawrence replied that the staff had discussed the matter, but had not prepared a plan. Elizabeth asked Lawrence if he would bring it up at a Music Library staff meeting and prepare a brief plan for dealing with emergencies. Michael Cotter and Edie had visited the Music Library [in December 1993], and together with Michael Banks, made some recommendations for improving the disaster preparedness of the Music Library.

We moved to discussing the draft form, Description of Collections. Elizabeth revised the form, based on Michael's comments. She also added a second sheet, Environmental Survey. Cathy distributed printouts of the collection codes as used in Horizon. Elizabeth showed us Methods of Evaluation, by George Cunha, of the New England Document Conservation Center. It includes useful forms for evaluating collections that we should look at. We should plan to visit our collections in October--and take pictures--and perhaps it would be a good idea to visit them again in a year to compare how they have changed after the move. Elizabeth has learned that the Datalogger can be networked and thinks that we should have one on each floor of the new library, one in the Music Library, and one in each storage area. We discussed the damage that can be caused by leaving materials in book drops, such as crushed pages and torn covers, especially from paper-bound documents and curriculum guides (as mentioned to Michael by Ralph and Gail).

Next, we discussed the background paper. Elizabeth showed us some sources from the Association of Research Libraries that she found on the Internet. We mentioned various sources that we can use in the background paper:

1. Institutional Setting section: Joyner Library Fact Sheet; Mission Statement and PFAs from the Strategic Plan; Maury's article on the history of Joyner Library; materials from the Task Force on Collection Development and Preservation Needs; ECU Fact Book; library organizational chart; goals and objectives from the Strategic Plan; library annual reports; P/C Dept. annual reports; and the earlier Strategic Plan.

2. Library collections: We need to ask how we keep our collections up to date (retention and replacement policies) in the Description of Collections questionnaire. For collections maintenance practices, Gordon will cover some of that in his survey of the stacks. Local preservation activities should include work done by Special Collections. Should we include the University Archives? It is under Special Collections in the library organizational chart.

3. External factors: publishing trends, from the Internet material on ARL, and Bowker Annual. Elizabeth has information on developments in the library profession on networking and resource sharing, as well as on preservation awareness.

4. Planning assumptions: sources: Strategic Plan, annual reports, and whatever exists on the collection development policies. We can find some information on the dollar value of certain materials, such as books in various subject areas, cost of maps, some government CD-ROMs, etc.

By next week (Tuesday), we should see how much material we can find to use in the Background Paper. We should also plan to review the Description of Collections questionnaire. We will have a meeting after we meet with the Disaster Committee.

Elizabeth talked with a preservation expert who said that using 100 books from the stacks would be sufficient as a sample. We should do this next year and do an assessment as part of our study, so that we can make recommendations.

Elizabeth mentioned that she is looking at the possibility of submitting a grant proposal for a preservation event next year. The deadline is Oct. 13. This could be a vendor showcase, or a visit by preservation experts to show people how to conserve their personal books or other materials.

We should think about how we want to have lunch on our workday, Oct. 26.

Next meeting: Tuesday, Oct. 3, 2 p.m., with the Disaster Preparedness Committee.

Michael Cotter
9/29/95

Disaster Preparedness Committee
Preservation/Conservation Needs Committee
Minutes of joint meeting
October 3, 1995

Present: Michael Banks, Gordon Barbour, Michael Cotter, Wes Daughtry, Anna Dougherty Lawrence Goering, Jan Mayo, Sherry Rouse, Cathy Smith, Elizabeth Smith (Chair), Maury York

Dr. Marks has appointed Elizabeth to chair the Disaster Preparedness Committee while Gene is away from the Library. Elizabeth said that it has been some time since we have had a fire drill and that we are scheduled to have a drill during October. She suggested that we have an announced fire drill next Tuesday, Oct. 10. This would give library staff a chance to review the evacuation procedures. Then we can have another drill later in the month. We decided that 2:15 pm would be a good time, after people have returned from lunch. If the weather is bad, we will postpone it. We will meet afterwards with Phil Lewis and his staff to review the drill.

Anna mentioned the changes in the evacuation procedures that she received last summer from Theresa Crocker. They pertained particularly to assistance with wheelchair patrons, which ECU police no longer provide. Elizabeth will send a memo to everyone about the drill and ask them to read pp. 8-15 of the Disaster Manual. Systems will need to appoint someone as warden. They will also need to clear the 3rd floor, West wing; Ali and Martha should take the 2nd floor. Elizabeth will distribute a list of revised assignments.

Meeting adjourned.

After the meeting, the Preservation/Conservation Needs Committee remained. Gordon reported that the key to the Disaster Supply Closet in B04a is key no. 97 in Circ, and that the key to B04 is key 98. He is also preparing a list of supplies to place in a closet in the addition. He also said that he stays at the Circ desk during building evacuations and works with the personnel from OSHA, etc. instead of evacuating. Elizabeth agreed that he should continue to do this.

Michael Cotter
10/4/95

From: Michael Cotter
To: preserv
Date: 10/19/95 3:46pm
Subject: Minutes of meeting, Oct. 19, 1995

Elizabeth distributed copies of a draft of the Local History and External Factors sections of the Background Paper. She asked us to write a paragraph about the area of our task force for next week's meeting. We should include a statement about the charge for our task force. We might look at the ARL preservation reports, especially the report from Southern California, to see what ideas they present that would be useful for our sections.

Gordon has sent a message to faculty to ask for their ideas about the collections in their subject areas. Maury is the only one to respond so far.

Elizabeth discussed ideas for the background paper. The "Description of collections" questionnaire, ECU Fact Sheet, and a statement of where we are now should be included. She would like to have the background papers ready to present to the Faculty Forum on December 14.

The next meeting will be our Work Day, October 26, starting about 8:30, and continuing through the Teleconference in the afternoon. The next meetings are: Nov. 2 (instead of Oct. 31) and Nov. 7 (instead of Nov. 9).

Preservation/Conservation Needs Committee
Minutes, October 26, 1995

Cathy Smith was absent.

We discussed the paragraphs that we had drafted for our task forces for the background paper. A suggestion for Cathy's statement was that she should state that her task force will conduct a sample of the collection to gather some statistics on the physical condition. A suggestion for Michael's statement was that he should include the charge of the task force. We should prepare the background statements, including suggested readings, in time for the Faculty Forum on Dec. 14. Elizabeth asked all committee members to plan to attend the Forum, which begins at 9 a.m.

We may begin to think of people to serve on our task forces, but not to ask them at this time; Dr. Marks should do that. We should meet with him by Thanksgiving to update him on our progress and give him a list of names for task forces.

We discussed potential preservation and conservation problems in the new building, such as gaps in baseboards that could let varmints in, and water leaks. Elizabeth will inquire about ordering a HEPA (high-efficiency particulate-air) vacuum cleaner, which is supposed to be more efficient than the regular ones. Special Collections has already ordered one for their department.

We should complete the description of our collections by November 7. We should conduct the environmental surveys after the Environmental Survey Task Force is established. These descriptions would be easier to do if we had collection development policies; there may be some information in the Preservation decisions notebooks in the Preservation/Conservation Department.

Schedule for forthcoming meetings:

Nov. 7, Task Force A, Environmental Control (Lawrence)
Nov. 16, Task Force B, Physical Condition (Cathy)
Nov. 30, Task Force C, Organization (Elizabeth)
Dec. 7, Task Force D, Disaster Preparedness (Gordon)
Dec. 12, Task Force E, Staff and User Education (Michael)
Dec. 14, Faculty Forum

We adjourned to conduct our survey of the library.

Next meeting, Oct. 31, at 2 p.m., Music Library.

From: Michael Cotter
To: preserv
Date: 11/10/95 2:43pm
Subject: Minutes, 11/7/95

All members were present.

Lawrence reported on the Environmental Survey Task Force. They will have to conduct a survey before the move to the addition and then another survey after the move. He suggested that the task force divide the readings among its members. They will also need to get instruments for measuring and recording the data on the collections. We decided that each task force shoud have 5 or 6 members.

Gordon reported that 10 faculty members responded to his request for comments. *Elizabeth said that she intends to do her area soon.*

We discussed vacuum cleaners, here and in the new building, especially the HEPA-type. Elizabeth suggested that each collection should be responsible for cleaning its own area.

Elizabeth discussed the CALIPR software that she has. A sample of 100 to 400 titles would be sufficient to judge the condition of the collections.

Our Task Force is due to report in 1997, but some of our work is related to that of the Collection Development TF, which is not due until 1998.

Elizabeth will review the material she has for the background paper; meybe she has enough at this point to begin writing.

Next meeting, Thursday,, Nov. 16. Cathy will discuss her Task Force, Physical Condition of the collections.

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Preservation/Conservation Needs Committee
Minutes, November 16, 1995

All members were present.

Cathy presented the background information for the Environmental Control task force. It will conduct a needs assessment survey and a conditions survey. The needs assessment survey will cover some environmental assessment as well as survey the physical conditions of pieces in the collections. There are two computer programs that may be used to record information about conditions of library materials--PreNAPP, and Calipr. (Elizabeth has Calipr and later showed us a report that she produced using it for some books.) Reports may be made in subsets of either high use or high value, which can aid in making decisions about replacement or preservation. Harvard University has a Mac-based program that produces a very detailed report and allows you to customize your own survey questions. The Task Force should consist of members as well as trained surveyors who do the actual work of recording information. We should be able to hire student assistants to help with this. Task Force members should follow up behind the surveyors to check their work.

Cathy said that the Task Force should first conduct a pilot study. It should define the sample size as well as the scope, such as various collections within Academic Library Services or the collection as a whole. The minimum sample, regardless of size of collection or library, should be about 380 items. The Task Force should have someone familiar with books and compiling statistics. It will also have to learn about different formats (VHS, cassettes, or computer files) and how they deteriorate differently.

Elizabeth said that we could obtain a random sample through the OPAC. Michigan State University used two people to survey its collection using Calipr; it took them six months.

We discussed how this could be related to the Environmental Conditions task force. The environmental conditions affecting the physical conditions of materials will change after the move. We also discussed what years different collections were in various parts of Joyner and that it might be helpful to include that in our background paper.

Elizabeth then distributed the draft of the background paper. We should send her our comments, especially about the chapters on Introduction, Preservation/Conservation at Joyner, and Planning Assumptions by Nov. 27, so that she can send him a copy of the paper along with the agenda for our meeting with Dr. Marks on Nov. 30. We discussed where to put the pictures of good and poor practices: two suggestions were to put contrasting views on the same page, or to divide them according to the task force they pertain to. We also discussed what to do with the Description of collections, and decided to refer to them being in the committee's files, but not to put them in the background paper.

Topics for our meeting with Dr. Marks: cleaning, shelving, and book drops in the new building; a tour for committee members; status of our order for the Data Logger; meetings with appropriate ECU officials about our concerns for the new building; and ordering a vacuum cleaner and

seeing that more thorough cleaning is done in the Music Library now. Dr. Marks had mentioned that Layton Getsinger is one person that we might need to meet with.

We discussed book drops and the damage that occurs to books with their use. We can recommend a solution in our final report.

We discussed the value of collections. Elizabeth will look into checking the insurance coverage. We also need to set priorities for salvage.

Elizabeth asked if we want to have a Preservation Awareness Week as part of National Library Week, in April. We adjourned to look at the cheeseburger.

Michael Cotter
11/16/95

Preservation/Conservation Needs Committee
Meeting, 11/30/95

All present; guest, Dr. Marks

Agenda item 5, Cleaning in the Music Library. Dr. Marks said that the Music Library should send in the order for a new vacuum cleaner. We should discuss more thorough cleaning of the Music Library when we talk about cleaning in the new building.

#4: Cleaning in the new building. Dr. Marks said that at some point, we should meet with George Harrell and the person in charge of housekeeping to discuss our concerns and interests.

#2: Tour of the new building. We should get clearance through Bruce Flye, although time considerations are a major concern of the builders. It may be more productive first to meet with Nolan Saunders to discuss the HVAC and other mechanical systems and to establish a knowledge base about how the system operates. After that, we may pursue a tour of the library. We agreed on trying to meet with Mr. Saunders next Thursday at 2:00. We may also need to meet with George Harrell and others about ongoing maintenance for the building after the contractors turn it over to ECU.

#3: Data Logger order. It has not been placed yet. Can it be networked? If so, how does it work in a networked environment, re cabling,, etc? Elizabeth will find out from the manufacturer.

#6: Draft Background Paper. Dr. Marks thought it was a good job. He suggested that we wait until after we hold the Forum before we appoint task forces. Elizabeth distributed copies of the names that the committee suggested. We decided that we should try to have a combined meeting of faculty and support staff and invite volunteers for task forces before we ask people to serve.

Dr. Marks suggested that we prepare an executive summary to send out with the meeting announcement and put the entire report in PaperPort, in a Preservation/Conservation directory.

#1: New building concerns.

Cleaning: We'll have to call the appropriate parties together to discuss methods and equipment.

Shelving: The bulk of new shelving will be ordered in Phase 1. The present shelving on the second and third floors of the west wing will be removed, shrink-wrapped, and put in storage until it is ready to be moved back into the renovated areas. This will probably also be the case for the Teaching Resources Center stacks. Dr. Marks thinks that nothing has been done about ordering oversize shelving, for Phase 1, but that it is not too late to do so. We could use back-to-back shelving for elephantine-size folios. Some decisions will not be made until we are in Phase 3, when we can see how things are working. We should order oversized bookends for large books.

Disaster closets: There is no specific space set aside for them, but we may be able to use some of the space on each floor that is planned for Circulation/Storage closets.

Book drops: A book drop is located by the main entrance. Although the chute is installed, the drop will not be ordered until Phase 2. It will be incendiary- and bomb-proof, large

enough, and have sprinklers in it. Concerning the remote book drops, we will have to discuss this as part of a large issue of preservation/conservation, circulation, and document delivery to departmental offices. We asked if we could use the residence halls as book drops, but Mr. Marks thinks that we need to resolve the issue internally first.

Insurance: Dr. Marks said that insurance coverage of materials in remote storage is part of the lease with ABC Storage. Elizabeth said that part of the work of one of the task forces will be to put a value on the collections.

#9: Eating and drinking in the library. Dr. Marks said that he would like to add graffiti to this topic. He has no answer or suggestions for it. We are not the Food Police; a problem is how to monitor it. He said that he is concerned that by the time the renovation is completed, we will have been in the new building for two years and that it won't be new anymore. We should talk to the campus about it, for it is not just the collections that are involved, but the facility--furniture, equipment, etc. It has the potential to be spectacular in its appearance, and we should try to involve the university in taking pride in having such a building. We need to build awareness, through the SGA, Faculty Senate, and other units, of the need to keep up the appearance of the building. He suggested that we ask Tom McQuaid to videotape the library as it is now, as part of a broader effort to build awareness. As far as eating and drinking among staff, Dr. Marks suggested that we discuss in the committee how to approach it, then within the library. We noted that staff and student workers alike eat and drink in work areas, and that with the staff room in the new building so far from many work areas, that there may be more of it.

Dr. Marks left by saying that he thought that the committee was doing super work.

Elizabeth said that she will send Dr. Marks a message to be sure that he's talked with Nolan Saunders and to pursue the order for the Data Logger. We discussed what to put in the Executive Summary of the background paper--Contents, Introduction, Task Force Charges, and Preservation and Conservation at Joyner Library. We will prepare the agenda for the Forum between now and Dec. 12 (the Forum will be Dec. 14).

We mentioned some urgent items to prepare for the Forum: eating/drinking/graffiti (Michael); studying the environmental conditions in the old building before we move (Lawrence); awareness of the current Disaster Plan and what to do in the new building (Gordon); and historical data about location of collections before we move (Cathy).

Elizabeth then presented her report about Task Force C, Organization of Operational Preservation Units. We have already organized preservation/conservation activities to a certain extent, which may not have been done in other libraries. We need to work on some areas such as digitizing and microfilming. She noted the relationship between p/c activities and disaster preparedness, and that there is more than one model for preservation activities.

After some more discussion, we adjourned.

Michael Cotter
12/1/95

Preservation /Conservation Needs Committee
December 7, 1995

All present.

Agenda item 1. Gordon presented the background information on Task Force D, Disaster Preparedness. He said that although we already have a disaster plan and that he feels good about it, there are some areas that we can work on. We should investigate our level of preparedness and develop recommendations for improving the existing plan. The Task Force needs members who have broad experience and who know the facility. He found that the Preservation Planning Manual goes along with the plan that we have in place. The planning assumptions are that most libraries are not prepared for disasters, and that we are better off than most. Although most of our disasters have been from water damage, we are also subject to hurricanes and tornados. With fire, there is as much damage done by water from trying to extinguish a fire as from the fire itself. The task force will also be concerned with damage from mold and from insect infestation. It should study the plans of other universities. Elizabeth said that she has some plans that she has obtained through the Internet.

Elizabeth commented that although it is good to have a plan in place, it will be a whole different ball game when we move. We will have to work with Environmental Health and Safety to determine evacuation routes and chart the locations of fire extinguishers. Gordon said that even though we may have a plan, unexpected things can always occur, so that you do what you have to do when the situation arises. Elizabeth said that the important thing is to communicate that we have a plan. Michael suggested that we try to document the disasters that we have had and include it in our final report. Elizabeth said that that would be another topic to discuss if we should interview former library staff (agenda item 5).

We discussed the .relationship between a disaster plan and a recovery plan; perhaps a recovery plan belongs not in the Disaster Preparedness manual, but in the Preservation manual. A recovery plan is part of the task force on organization of preservation efforts. Elizabeth has some information from Stanford. A priority list for salvage of the collections should be at the top of the recovery list. We already have floor plans, locations of fire extinguishers, etc. in the Disaster Preparedness manual, in each department.

Item 2. We can meet with Nolan Saunders for a tour of the new building on Thursday at 2 p.m. We should think of questions to ask him and things to look for. Elizabeth will send an e-mail message to Dr. Marks about a meeting with Bruce Flye.

Item 3. Video on preservation problems. The Life of Joyner Library is in Your Hands. Elizabeth has found that the Preservation Dept. at Indiana University has a Home Page, and that there is information on the Preservation Week that they held this year. We discussed asking Tom to take the video camera through Joyner during exams. We discussed book drops: Which task force should study them? Perhaps the whole committee? How many damaged books come from book drops? We know that some were damaged during the rains in the summer and when book drops were full. Perhaps book drops could be placed in covered locations, such as in the

stairwell at Brewster as at present. There are three remote book drops now: one in Brewster, one on College Hill, and one outside Austin. The courier checks them once a day during most of the semester and twice a day toward the end of the semester. We could also order larger book drops.

Item 4. Agenda for Faculty (and Staff) Forum. Elizabeth will prepare the Executive Summary of the Background Paper and attach it to the announcement of the Forum. The full Background Paper will go to each Unit Head, and maybe on the Public files on the G: drive instead of PaperPort. Elizabeth will give an overview of the reason for the Preservation/Conservation Needs Committee and Task Forces, then each committee member will present the information for their task force. We will ask for volunteers and perhaps have a sign-up table.

Item 5. Oral history. Elizabeth will talk to Dr. Marks about it. We mentioned names of present and former library staff who might be invited, such as Ann Briley, Marguerite Wiggins, Marguerite Horne, and Becky McGowan.

Next meeting: Tuesday, Dec. 12.

Michael Cotter
December 11, 1995

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Preservation/Conservation Needs Committee
Minutes, December 12, 1995

All present.

Michael presented his background paper for Task Force E, Staff and User Education. The work of the Task Force basically will be to: 1, Assess the current preservation/conservation efforts in Joyner Library, and 2, draft recommendations for developing a comprehensive preservation education program. It is important that staff and users realize that they play a role in extending the life of the collections.

The work of this task force may overlap in some areas with other task forces, such as organization of preservation activities or physical condition. This overlap should not be a cause for concern and in fact might strengthen the recommendations.

We discussed the time frame for the task force studies. Although the PPP manual recommends a period of twelve weeks, we thought that this was too short a time with other work that we all have to do, and for this reason Elizabeth had thought that September would be a better deadline.

We next discussed the outline for presentation at the Faculty Forum on December 14. Elizabeth will give the background for the study, then each task force chair will present the background information for their task force, then we will open it up to discussion.

Before we adjourned, Elizabeth mentioned an article in College and Research Libraries News, November 1995, about preservation.

Michael Cotter
12/29/95

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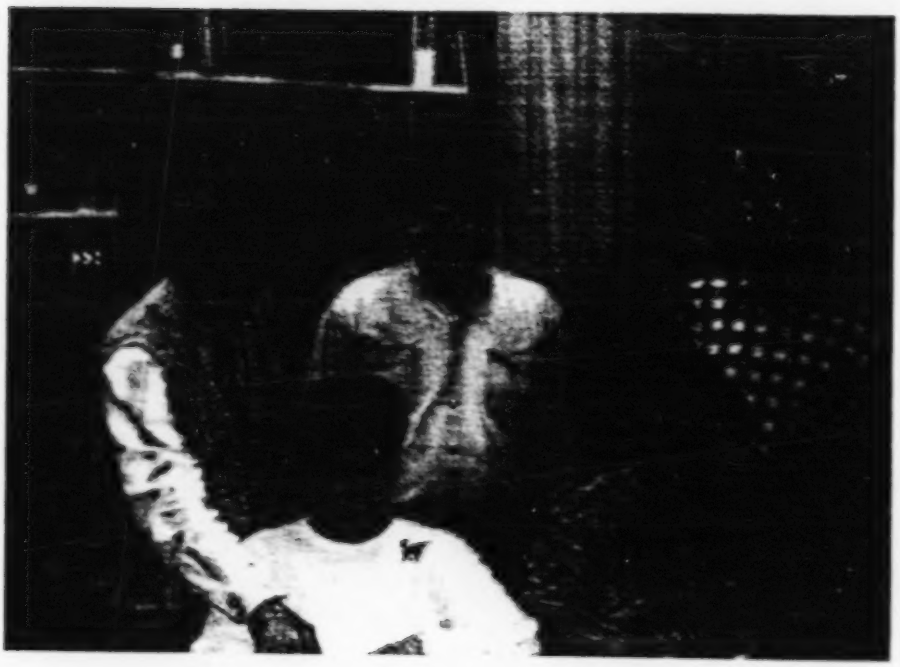
THE COMMITTEE TOURS THE LIBRARY

On October 26, the Committee toured the existing building of Joyner Library to evaluate the condition of the collections and to see good and bad examples related to preservation. On October 31, the Committee toured the Music Library. Pictures were taken during both tours to document examples of good and bad shelving practices, problems with the building, signage, and other preservation-related issues. These pictures will be used for historical purposes because the environment and conditions will be different after the move to the new building. The picture below shows the Committee at work during their tour of the Music Library.



FR, L to R: Elizabeth Smith, Cathy Smith
BR, L to R: Michael Cotter, Lawrence Goering, Gordon Barbour

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